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THE UNIVERSITY OF ALBERTA

ADULT EDUCATION AND THE MEDIA

by

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A THESIS SUBMITTED TO
THE FACULTY OF GRADUATE STUDIES AND RESEARCH
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FACULTY OF GRADUATE STUDIES AND RESEARCH

The undersigned certify that they have read and recommend to the Faculty of Graduate Studies and Research for acceptance, a thesis entitled "Adult Education and the Media," submitted by PHILLIP WILLIAM MILNTHORP in partial fulfillment of the requirements for the degree of Master of Education.

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Date: September 26th, 1979

ABSTRACT

The purposes for performing a study on the CBC adult education program, "People Talking Back," were threefold: (1) to ascertain the views of the respondents from Alberta with respect to the topics aired on the program; (2) to categorize these responses, and project the implications of these views; and (3) to determine whether or not there were relationships between group and individual responses to the topic areas. One hundred and thirty-three letters from Albertans were received, from individuals and groups, varying in length from one page to sixteen pages.

The first program aired on the CBC covered all five major topic areas as a way of introducing the follow-up programs. It was in reply to this lengthy and motivating program that many of the letters were received. From a telephone survey, it was estimated that 1.6 million people viewed the first program; however, as the series progressed, there was a continuous decline in viewers, with the result that fewer and fewer letters were received.

A content analysis was performed on the 133 letters, arriving at 482 responses which were placed into seven major categories, namely: politicians, unity, economy, media, employment, others, and program comments. After the responses were placed into the major categories, they were further refined into sub-groups. Validation procedures were carried out by having two external resource people examine the placement of the responses into the major categories and refine these categories into sub-groups. The correlation of agreement between the researcher and the external examiners on the major categories was 93.78%. The correlation of agreement with

respect to the refinement of the sub-groups was also high. The final placement of responses was as follows: 119 "Politicians" (24.6%), 114 "Unity" (23.6%), 79 "Economy" (16.3%), 67 "Media" (13.9%), 51 "Employment" (10.5%), 30 "Others" (6.2%), and 22 "Program Comments" (4.5%). The letters were also analyzed according to their length (number of pages), reference to issues, and group or individual responses. There were 86 individuals and 47 groups responding to the program. The majority of respondents (115) submitted either single or two-page letters. The longest letter-sixteen pages--made reference to five of the major categories and was submitted by an individual.

Some observations derived from the major findings were that: (1) the respondents were both critical and disenchanted with politicians and the media; (2) the respondents were very definite in their views about keeping Canada unified, but ambivalent as to how unity may be achieved and maintained; (3) with respect to economy and employment, the respondents were somewhat critical, but tended to suggest alternatives to improve these two areas; (4) insofar as program comments were concerned, the respondents either criticized the program or praised it; and (5) the miscellaneous category ("Others") contained a variety of comments, the single most frequent one dealing with education across Canada.

The following recommendations are advanced for further study:

1. A study of this nature should analyze responses from across Canada, permitting an interprovincial comparison.

2. In planning and laying out a format for future programs, those who are to be involved with viewing the program should have some input into its planning to provide the widest possible societal representation.

3. A follow-up study could be carried out by obtaining the names of the respondents and contacting them a year later to ascertain the consistency of their views or comments over a period of time.

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Chapter 1

ADULT EDUCATION AND THE MEDIA

Introduction

This study focuses on the use of the media for the purpose of adult education, a practice which has been in existence for over fifty years. Radio--the original means of conveying educational information--has been preempted by television in the past twenty-five years. Although television as a means of providing adult education has been experimented with in many ways, it has not yet reached the potential that many of the experts thought it could achieve. However, the literature suggests that if television is used properly, and to its fullest extent, it could provide an enormous impact upon adult education. All mass media are, in a sense, educational, just as all stimuli to which we respond teach us, by minutely reinforcing or modifying our convictions, our attitudes, and our values.

Miller (1964) contended that for educational television to be successful, it must meet two basic criteria: (1) the objective of the activity should bring about a well-defined change in the individual viewer; and (2) there should be some opportunity for feedback from the viewer so as to modify the pattern of one-directional flow of communication which we find in the majority of mass media.

Eyster (1976) suggested that educational television has the capability of reaching into virtually every home, school, and building in

America. Its greatest potential is that of reaching the greatest number of unserved adults in their homes or wherever they are. He further asserted (1976:109):

> Educational television can serve and reach those people who: (1) cannot or will not participate in formal programs, (2) are home-, job-, or family-bound, (3) are fearful of failure and other people, or (4) are reluctant to admit publicly not having a high school diploma.

These four points are the basis upon which adult education exists. The majority of people desire to improve their knowledge, but fear of failure, ridicule, or embarrassment prevent many of them from doing so. Properly planned educational television programs can alleviate these problems. The program which provides the material for this research well illustrates what can be done in an attempt to provide this type of opportunity.

The program, "People Talking Back," was produced under the guidance of the Canadian Association for Adult Education (CAAE) and affiliated provincial bodies, in cooperation with the CBC. A project of this magnitude had never before been undertaken in Canada by any adult education group or television company. It took three years of planning to develop the project and the program. It required the cooperation of: (1) a number of large companies for financial support, (2) many colleges and universitites across Canada, (3) the telephone companies across Canada, (4) the CBC, and, most importantly (5) the people of Canada.

Generating the Purposes of the Study

The foundation of this study is formed by the comments submitted by Albertans expressing their views on the various program topics. These

comments were contained in letters sent in by the respondents. The comments had to be edited from these letters and recorded.

In order to make the completed study comprehensible and readable, the comments had to be categorized into major areas of concern which, in turn, had to be refined into various sub-groups. By categorizing the comments, it becomes possible to project brief, significant implications.

Because the program was set up with the intention of catering to previously-organized groups while still encouraging individual participation, it is beneficial to ascertain whether groups responded differently than did individuals, both as to the number of topics covered and the intensity with which they commented on the various topics.

The completed study should indicate the worth of the program, the possible alternatives for future programs, and the possible recommendations for future topics or approaches in implementing a similar program.

Purposes of the Study

The purposes of this study are threefold: (1) to ascertain the views of the people of Alberta with respect to the topics aired on the CBC adult educational program, "People Talking Back"; (2) to categorize these views, and project the implications of them; and (3) to determine whether or not there were relationships between group and individual responses to the various topic areas.

Supplementary Purposes of the Study

This study also sought answers to the following questions:

1. Are the project and program worthy of repeating in the future?

2. What modifications have to be made to the program to make it more appealing and more meaningful to the people of Canada?

Delimitations of the Study

This study restricts itself to comments in respect to the program "People Talking Back," submitted in letter form from Alberta respondents.

Importance of the Study

The success of a program of this nature depends upon the feedback that it receives. The greatest concern of the people who provide feedback is what happens after their views have been expressed. If this type of program is to continue with any meaningful results, people will have to be given some assurances that their views are, in fact, being collected, categorized, and made available to those parties about whom the views are expressed.

The fact that people communicate differently and express themselves in a variety of ways makes it necessary for someone to gather their comments, edit them, and put them into comprehensive order so that they may be quickly and intelligently understood.

To that end, Dr. Brian Staples, on behalf of the Alberta Association for Continuing Education, requested that such a study be carried out on the subject of adult education and the media, with particular emphasis being placed on the program, "People Talking Back." Staples' letter is reproduced for perusal in Appendix A. This thesis is a direct result of such a study.

Definition of Terms

Media

Webster's New Collegiate Dictionary (1977) defines the term *media* as: (1) a channel of communication, and (2) a publication or broadcast that carries advertising. In this study, *media* will be used to refer to either radio or television as a means of carrying communication.

Medium

Medium is defined as a means of effecting or conveying something, and is used interchangeably with the term *media*. For the purpose of understanding more clearly the word *medium*, McLuhan (1964) suggested that *medium* or *media* falls into two categories: (1) the *hot medium*, which extends one single sense in high definition--something well filled with data (e.g. a photograph); (2) the *cool medium*, which is one of low definition, where very little visual information is provided (e.g. a cartoon). The *hot media* (e.g. radio) are low in participation, while the *cool media* (e.g. television) are high in participation.

Adult Education

Any form of educational material formally organized for the general populace that centers around the social, economic and political realities of society. This educational information is generally organized for those who have ceased to attend a formal educational institution.

Feedback

Information gathered from viewers or listeners by either telephone conversations, or in written form, and is usually related to an

issue that has been raised by the media. It can also be original views that are not necessarily posed by the media or program.

CAAE

The Canadian Association for Adult Education, with its head office located in Toronto and affiliated bodies in every province.

ETV

Educational Television.

Phone-in

Responses by telephone, by which the listening or viewing audience may express its views on various topics or issues.

Street Comments

A means by which media personnel carry out interviews on a random basis with people in the streets, to ascertain the views of the general public with respect to a particular issue.

"People Talking Back"

The adult educational television program designed to stimulate the consciences of all Canadians by permitting them to participate on or through television by being allowed to reach and voice their opinions on the issues raised during the program. This television program consisted of a series of six individual programs televised on the CBC across the whole nation, starting on February 4, 1979 and terminating on April 22, 1979.

Chapter 2

THE TELEVISION PROGRAM: PEOPLE TALKING BACK

Origin of the Program

Alan Thomas, Past President of the Canadian Association for Adult Education (CAAE), was the originator of the project "People Talking Back". Alan Thomas, with twenty-five years of activity in the field of adult education, believes that adult education is a continuous process which does not end at some arbitrary institutional level. He feels that adult education has to be relevant to the social, economic, and political future of this country.

The idea for the program came from the success of the CBC "National Farm Radio Forum," where the farmer had an opportunity to hear about the concerns and problems of Canadian farmers from the farmers themselves. Thomas felt that the time had come to re-forge the alliance between the CBC and adult education, and create an opportunity for all Canadians to share their ideas.

Starting in 1976, Thomas spent nine months trying to get the project off the ground. In June, 1977, the Ontario Association for Continuing Education unanimously supported his concept, giving him the necessary support to proceed with his idea. In 1977, the CBC was approached with the suggestion that there be development of a short series of prime time television programs with an audience interaction dimension that would focus on the issues to be faced by Canada in the months and years ahead.

Development of the Program

From June 1977 to April 1978, the Interim Project Management Group, consisting of a number of interested people, was assigned the task of putting together the basic program plan. This involved: (1) putting together a package that would be both acceptable to the CBC and provide a beneficial learning experience for all Canadians; (2) coordinating and seeking assistance from provincial adult education bodies; (3) acquiring the assistance of people who were both influential and interested in helping put across such a program; and (4) finding ways to raise sufficient money ($150,000.00) to finance such a project (Appendix B, Figure B-1).

During this time, the title of the program was called "Confederation Project." The proposed plan was to start with a three-hour television program to be broadcast on a Sunday evening during prime time, followed by five half-hour programs. The series was not to be a "unity" program, arguing one side only, but would look at suggested alternatives in as detached a manner as possible. The emphasis would be placed on developing a type of "grass roots" participation among groups of people throughout the provinces (nation) wherein each participant would have his or her say about future directions for Canada. The series would strive to work with the following groups: (1) existing adult education networks with primary liaison coming from provincial adult associations, and (2) smaller groups (as small as six or seven people) to respond to the issues raised by these groups. In April 1978 the CBC agreed to go along with the project and to provide time for the airing of the program.

The objective of the CAAE at this time was to generate some 30,000 groups throughout Canada with an average membership of ten persons. The

CBC would provide the only direct link between the groups along with a general audience so that the groups would know what the others were saying and each group would know that the nation was watching and listening. The programs were to be thought of as a series, with the opening special providing a *tour d'horizon* of the main themes of what is wrong with the country, as well as diverse suggestions.

In June, 1978, Delores MacFarlane of the CBC agreed to be the executive producer of the six-program project, which was now entitled, "People Talking Back." During the next three months, MacFarlane completed her previously committed CBC work and began making contact with the various people involved with the CAAE program. Also during these months, MacFarlane had an opportunity to get a "feel" for the project, and make herself familiar with what was being proposed.

Putting the Program Together

In the middle of September, 1978, MacFarlane began a cross-country tour, meeting with the various provincial councils of adult education, to both explain the CBC's part in the project and to obtain ideas for program content. She also met with various other provincially-interested community groups as selected by the provincial adult education coordinators. She met and talked with 989 people in groups of five to forty during this fatiguing and exciting cross-country tour. At the conclusion of her tour, she was convinced that the CBC and the CAAE had stumbled upon something very important, more than an embryo populist movement--perhaps an awakening of Canadian consciousness.

During the month of October, 1978, MacFarlane assembled a small

staff consisting of three researchers, one production assistant, a technical coordinator, a director for the three-hour live show, and two film producers who would collect "street comments" from various parts of the country.

During the month of November, Gordon Pinsent agreed to host the three-hour program. He did so at great career risk. It was at this time that MacFarlane realized that satellite participation from all parts of the country was essential, and that a major involvement of regional facilities would be necessary to make the program successful. Telephone companies across Canada had to be convinced that their cooperation would be needed for the feedback portion of the program. They also had to be convinced that a national telephone hook-up was possible and that they would have to do it for a very reasonable sum of money.

Throughout the months of November and December, on-the-street conversations were filmed, a draft of the script was completed, songs and skits content was finalized, and production crews arranged. While MacFarlane was looking after the technical aspects of the program, the CAAE also prepared working kits for both groups and individuals, as well as schools. These working kits provided a basic outline around which people could organize discussions. Not only were these kits being organized and printed, but groups had to be registered within each province and then the material was mailed out to them.

It was in the month of November that the title of the program became "People Talking Back." It was also at this time that the following format of the program was established:

1. A three-hour live televised program out of Edmonton, beginning Sunday, February 4, would introduce the main series' theme, motivate and

stimulate group interaction, and get the people of Canada involved.

2. The second program, "So We're Different" (unity), Sunday, February 25.

3. The third program, "Let's Get It Straight" (politicians and media), Sunday, March 11.

4. "Winners or Losers" (economy), was the fourth program, Sunday, March 25.

5. The fifth program, "Canadians at Work" (employment), Sunday, April 11.

6. The final program, "Where Do We Go From Here?", Sunday, April 22.

Programs two to six would be pre-taped programs, using previous feedback material as a basis for stimulating group discussions. Also during this time, promotion material was being put together for the purpose of advertising and promoting the upcoming programs. Recorded tapes were distributed to various radio stations, buttons were produced with the slogan "People Talking Back" and advertisements were printed in the various newspapers.

Televising of the First Program

To televise a program of this magnitude requires days of preparation and organizing. Skits and songs that were to be used in the first program had to be rehearsed. Satellites had to be coordinated and checked out. Gordon Pinsent had to be brought to Edmonton a week in advance to carefully work through the narration and the entire program. Production meetings with all the people involved had to be held, and volunteers to handle the telephones (feedback) had to be recruited.

The greatest hurdles to overcome when televising such a program revolve around the technical aspects. The fact that the total production was being done in a high school auditorium in the City of Edmonton meant the moving in of a number of mobiles to the school, the installation of sets and lighting, audio installations, extra power installations, and miles of extra cable equipment. The other technical problems that had to be dealt with were those involving the total cross-Canada televising, such as (1) direct continuous communication with each of the other nine production centers, using a milti-point party line circuit (telephone companies) so that they could talk to Edmonton but not talk to each other without distortion; (2) live satellite switching (had never been tried before), through a "hot line" telephone to the satellite switching technician in Toronto; and (3) the devising of a trans-Canada telephone system for accepting and recording telephone calls from all over the country without jamming or disabling normal telephone circuits.

Besides technical equipment, the February 4 program required a staff of two directors, two script assistants, two makeup persons, four production assistants, two technical producers, two announcers, four stagehands, twenty-seven technicians from Edmonton, fourteen technicians from Calgary, and the numerous people involved in the other nine centers.

The initial program was viewed by one million six hundred thousand people. In addition, live audiences in each center were given an opportunity to voice their opinions. The telephones were constantly in use, even up to three hours following the program and during the next three days. Although the initial program had some technical problems, it stimulated a tremendous amount of interest across the country. It was from this first program that the vast majority of letters were received, and it

was these letters and telephone calls that provided feedback information for the following programs. Both the CBC and the CAAE were most enthused and gratified with the success of the first program. It appeared that they had pioneered a new venture in television and adult education.

The Remaining Programs

The remaining five programs, as previously mentioned, were pre-taped and although very valuable, they did not provide for on-the-air feedback. The scheduled viewing times were not as suitable to the viewing audience and, as a result, were not watched by as many people. An evaluation of the total series has been completed and will be reported in a later chapter.

Chapter 3

A SURVEY OF THE LITERATURE AND RELATED RESEARCH

Introduction

Borg and Gall (1977:450,451) suggested that reviewing the literature is meant to give the reader an understanding of the previous work that has been done on his chosen subject, so that he will better understand the thesis and will be able to fit its findings into an overall picture. They further suggested that a well-organized review of the literature, followed by an in-depth interpretation, is not only of great value to the reader, but its preparation greatly helps the researcher to develop his own understanding of accumulated knowledge in his field.

This chapter will review literature that is specifically related to the use of television as a means of communicating with the general populace for educational purposes, and as a means for the general populace to communicate with each other. Dr. John A. Niemi's exhaustive study in this area, which provides a design for graduate students to acquaint adult educators with some important developments affecting the use of the mass media, serves as a basis for the literature review contained in this thesis. Niemi has also written a number of articles that closely relate to the study being carried out. This study is a unique endeavor in that a project of this nature has never before been undertaken. It is difficult to find relevant material specific to this thesis; consequently, Niemi's studies are gratefully acknowledged.

The Media As A Lifelong Learning Tool

Alvin Toffler's book, *Future Shock*, provides a reason for all people to be concerned with the direction in which our society is moving. The book implies that society is moving in a direction that indicates that the problems we have today are going to proliferate and deepen in intensity. People are going to have to be better prepared to cope with these problems, some of which are major social ills such as pollution, violence, and poverty. These existing problems are intensified by the continual reference made to them by the media, and the volume of information that is brought to people's attention by the media. In addition to these problems, people are already finding themselves ill-equipped for the increased leisure provided by the shorter work week, earlier retirement, and higher incomes. Lifelong learning holds out the promise of help which will enable all of us to sort out and cope with these problems. It is vitally important that we gain a clear understanding of what is meant by the concept of "lifelong learning" and what its implications are for media programming.

Niemi (1973) contended that learning takes place both formally (as in the classroom) and informally (in a social setting where regular television programming plays a large part). Such learning is referred to by educators as "learning by chance" contrasted with "learning by design," which occurs when we deliberately create a situation to the end that an individual or group will learn new behaviors. Such programs as "University of the Air" and "Sesame Street" are examples of learning by design.

Television programming with respect to lifelong learning obviously operates by both chance and design, since the television audiences often

select programs at random from a diversity of offerings--newscasts, sports events, documentaries, soap operas, and college-level courses. Indeed, to many adults, television constitutes their principal source of information, although they may not perceive the medium as such.

Some staggering estimates made recently indicate that by the time a child enters school, he has already spent more hours learning about the world from television than he will spend earning a college degree. Educators and broadcasters alike have a responsibility to recognize that television is more than entertainment--it is, in fact, an educational tool of incalculable power, whether operating by chance or by design. Both parties should be using their influence to see that quality programs are available to assist viewers in achieving the positive goals of lifelong learning. Because television has such a tremendous influence upon the lives of people from the time they are able to understand until they die, the concern over quality has to be of paramount importance, because lifelong learning via the media does, in fact, exist from beginning to end.

Miller (1964) suggested that all mass media are, in a sense, educational, just as all stimuli to which we respond teach us by minutely reinforcing or modifying our notions about the world, our convictions, and our attitudes. The failure of the mass media to influence people in very specific ways should not be permitted to obscure the extraordinary general influence of the mass media on norms which are less securely anchored to salient group relationships. Miller further contended that we have hardly begun to develop the real potentialities of television by using it as a flexible servant of the educational process rather than as its determinant.

McLuhan (1964) maintained that, when the three-year-old sits

watching the President's press conference with Dad and Granddad, this illustrates the serious educational role of television. McLuhan further suggested that there exists a very strong relationship between television and the learning process because the television image, by its stress on participation, dialogue, and depth, has brought to America a new demand for crash programming in education. Television is an educational tool, and the potential of this tool to provide lifelong learning skills must be recognized. Those (educators) who make use of television must realize its potential and ensure that the quality of the programming is such that it leads to positive results.

Niemi (1971) brings to light a rather interesting revelation when he pointed out that during World War II, and particularly World War I, most people looked upon war as "romance" and "adventure." But with the advent of direct television coverage of the Vietnam War, people began to see, not a romantic aspect of war at all, but the grim faces of anguished refugees carrying their wounded, soldiers treading cautiously over unfamiliar ground, or helicopters crashing into the jungle. Much of the old "romance" of war was lost--replaced by a sober assessment of its triumphs and its costs. At its best, television brings to us many other happenings; this balance or perspective is essential for educating the public so that they can appreciate the romance of great events while retaining a grasp of the stern realities of the event. Niemi's revelation not only illustrates the potential that the media has on lifelong learning, but the fact that people's attitudes can be drastically changed by this powerful educational tool known as television. However, to influence anyone, communication is required, and it is to this subject that we next address ourselves.

Communication: the Major Problem for Media Use in Adult Education

Attempts to define communication for universal application have been frustrated by its multi-faceted nature. Davis (1967:316-320) defined communication as "the process of passing information and understanding from one person to another." There are several implications involved when one looks at this and other definitions, the most important being that communication involves two people--a sender and a receiver. Communication does not take place unless the receiver exactly interprets the information being transmitted. When mass media is involved, one can appreciate the difficulty to be encountered with respect to communication, and how pertinent this area is to adult education.

Niemi (1973) suggested that often the word "disadvantaged" is used to describe those who have certain social-economic and social-psychological characteristics. This word, he maintained, tends to imply inferiority, and he prefers to use instead the words "culturally different." Culturally-different people would include the poor, minority races such as Indians, and those who speak a language other than French or English, or at the best have only a poor command of either of the two basic languages. The obvious gap between the culturally-different groups and those who make up the dominant society is bound to cause problems in communication. Depending upon the experience of both the sender and the receiver, different points of intersection will occur, particularly between the dominant society and the culturally-different groups. The most important barrier to communication between these groups is the very different perceptions of reality and the stereotypes and assumptions of both sides.

A comment by a Mississippi black man talking with Harvard psychiatrist Robert Coles illustrates this concept clearly:

> The people who help us, we're grateful to them, but I wish they wouldn't keep telling us how sorry they are for us, how bad we have it. And I wish their eyes wouldn't pop out every time they see we're not crying all day long and running wild or something. The other day a white fellow, he said how wonderful my house is, and how good we get along together, and how impressed he was by it all. I wanted to say, "Don't be giving us that kind of compliment, because it shows on you what you don't know about us." [*Time*, 1972, p.48]

One gathers from the above quotation that the perceptions of the white man are very much resented by the black man due to the white man's mistaken interpretations. The basis for these different perceptions of reality lie in the value systems and attitudes springing from social, economic, and other forces operating in the environment.

Other impediments to communication arise from differences in languages, such as the non-English-speaking members of culturally-different groups; the hard core poor whose language has been maligned by the dominant society causing it to suffer severe limitations. Niemi (1973) suggested the following implications as a result of these communication problems:

1. The adult educator who plans programs must realize that his own background and training are likely to make him perceive reality differently from the adult learners. To help avoid this pitfall, it is essential that the adult educator involve in the planning process those people whom he is trying to reach.

2. Another implication arises from the immensely complicated nature of the language of the groups. The adult educator must respect the language of the culturally-different, and attempt to understand it. Understanding a man's language is a valuable key to understanding a man's

needs and hopes.

3. A third implication relates to the adult educator's strategy in making contact with the groups. He should not attempt to make head-on contact with them but rather use insiders to help him overcome misunderstandings that go beyond his skills.

In using the medium of television, one must not assume that the public will learn readily or be able to communicate their ideas as they would like to. The culturally different will have even more difficulty because of the communication barriers; nevertheless, their feelings about events or topics are very real to them. It is worth reiterating that the greatest problem that we have in society today is that of people communicating with people. This problem is manifested many times over when the media is involved, because of the diversity of people that are being reached. The underlying idea is that if people can see more correctly, communicate more adequately, and reason more effectively, they will be able to lay a realistic common basis for action and change.

Radio: The Forerunner in Adult Education

National Farm Radio Forum

The NFRF, an experiment in adult education, grew out of the depression. This program ran successfully for over twenty years (1945-65). It was a listening group project designed for rural Canadians, and sprang from the collaborative efforts of the Canadian Association for Adult Education, the CBC, and the Canadian Federation of Agriculture. The aim of the program was to provide an opportunity for people to face their problems and try to find solutions to them by interacting with each other. The organization of listening groups and the development of study materials

was the responsibility of the CAAE and the CFA, while the planning and the production of programs was the responsibility of the CBC. The radio became the device through which each "Forum" received information. Every half-hour broadcast contained a twenty-five minute impartial examination of a topic, and a five-minute summary feedback on the previous programs gathered from "Forums" on a regional basis. The allowing of listeners to respond gave valuable insights into public opinion on social issues. The reason for the success of this program can best be summed up by the following quote from Ohliger (1967:40):

> Throughout the history of the Farm Forum, the national sponsors placed considerable emphasis on the extensive use of feedback procedures, careful preparation of supplemental printed materials, and the desirability of action resulting from the discussion. It was the long-time emphasis on the combination of these three elements that brought most of the international attention to the Farm Forum.

National Citizen's Forum

This series ran from 1943-65 and was developed jointly by the CAAE and the CBC as an urban counterpart to "Farm Forum." It was also composed of community groups organized in a particular neighborhood with basically the same format as that of the "Farm Forum." It was not nearly as successful as the "Farm Forum" because of the diversity of groups, and the topics chosen were of a much more general nature. Basically, people had difficulty in becoming emotionally involved with such broad general topics.

Evaluation of These Two Radio Programs

Niemi (1971:28) compared and contrasted these two radio programs from the viewpoint of their success. The implications that he cited are most valuable because they not only apply to radio, but they are also

important implications for the use of any media in adult education. His implications are as follows:

> A major strength of the Farm Forum lay in the collaboration, or sharing of expense, among the three groups which sponsored it--the Canadian Association for Adult Education, the Canadian Federation of Agriculture, and the Canadian Broadcasting Corporation. The implication for us is that educators and broadcasters must again get together. Today, the adult educator can contribute a sophisticated knowledge, based on research, of the adult learner and of the teaching-learning process. The broadcaster often brings a breezy, colloquial style that puts listeners at ease and persuades them to take part. He also brings such skills as interviewing and script-writing.
>
> A second implication that we can draw from the experience of the two Forums is the importance of making the broadcasts and the supplementary materials *relevant* to the interests of the listening groups. The fulfilling of this principle requires the most careful study of community problems and the most careful phrasing of questions--and, above all, the involvement of the listening groups at the program planning stage. We have seen that the Farm Forum drew much of its strength from this practice.
>
> A third implication is the need for a staff of field organizers to organize the listening groups and to act as discussion leaders. As mentioned earlier, the Farm Forum profited greatly from the work of field organizers, whereas the Citizens' Forum suffered because of a lack of such assistance.
>
> A fourth implication arises out of the decision made by the Citizens' Forum to adhere rigidly to the format of the Farm Forum, even to the length of the "season." Yet, clearly, the "season" that was designed for the convenience of the rural listener came into conflict with the life style of the urban listener.
>
> The fifth and last implication relates to evaluation, that most important element of any adult education program. Here, the performance of the National Farm Radio Forum and the National Citizens' Forum was exemplary; both sought feedback from the individual listening groups and both gave comprehensive feedback to the groups through the provincial secretaries.

Open-Line Radio Programs

Open-line radio programs have been in existence for a number of years. McLuhan (1964:299) implied a unique role for radio:

> Radio affects most people intimately, person to person offering a word of unspoken communication between writer-speaker. This is the immediate impact of radio. A private experience . . . .

Open-line programs have come to focus on social ussues and are based on both research and the availability of a guest expert. Questions are posed primarily to evoke discussion from the radio audience. Here the opportunity is given to the audience to participate, thus becoming emotionally involved in controversial issues. Here lies the real value of the talk shows, and the source of their popularity. These radio talk shows have not been used to their greatest advantage for adult education, although the potential for their use is there. More importantly, they have provided a basis for ascertaining how television can be used more successfully in adult education. The main implication to be realized here is participation between the audience and the adult educator.

Current Uses Made of the Media by Adult Education Groups

During the past fifteen years, numerous media programs have been tried with the intention of bringing adult education to the general populace. Three such programs have been selected as examples which will illustrate the attempt made by adult educators to use the media.

Tevec

The adult education program known as Tevec (Television Educative du Quebec) was piloted from 1966-69 in the Saguenay-Lac St. Jean region. This area, containing 59,000 adults, was beset by a twofold problem--high unemployment and a low educational standard. The content of the television programs included traditional school topics such as French, mathematics and English. All were integrated with socio-cultural topics which would enable adults to cope more efficiently with the demands of everyday living.

This pilot project transmitted television programs daily for one and one-quarter hours, Monday through Thursday, devoted to one socio-economic subject per program. The Friday program, which lasted for one hour, was used for summary purposes and to check responses to questions. The project also sponsored discussion groups (Tele-Clubs) and correspondence courses.

From this pilot project there was established, in 1970, the project called "Project Multi-Media." The objective of this program was to develop the untapped resources of the disadvantaged adult by preparing twice-daily television programs concentrating on teaching him how to think rather than memorizing facts. The listening group approach is a factor which makes this project so beneficial, for it stimulates those individuals who lack confidence or who have difficulty in formulating ideas. This can be a very crucial factor for groups in defining and solving problems. The most valuable aspect of this project, however, is the involvement of delegates in the program planning process. Citizens from committees organized at the local level, Radio Canada, Quebec Ministers of Education, labor and social affairs groups, all contribute to the planning process. The project involves 859,000 registrants and is a most wide-ranging program.

The two most important implications realized from this successful program are: (1) the total involvement of people from all levels of society, and (2) that the people are given a chance to feed back their views. It gives the people a feeling of being totally involved.

Creating a Community Identity

Niemi (1972) examined the use of cable-casting as carried out by Channel 10 in Vancouver. With 160,000 subscribers and a possible family

audience of 384,000, Channel 10 has developed a program project running daily during prime time (7:00 p.m. to 11:00 p.m.) dealing with the many facets of community life. Various groups, such as the B.C. Heart Foundation, the Vancouver Art Gallery, and many other interest groups, use this channel to put across various educational programs related to a topic in their field. The telephone is used to provide two-way communication with viewers. Niemi pointed out that the cable-casting of Channel 10 has been most successful and the impact of its creation on a community identity could be formidable.

Town Talk

Lois Wilson (1969) wrote about a project carried out in 1967 at the Lakehead called "Town Talk." Wilson, who is an ordained minister, wanted to get people off their "backsides" and moving in creative ways. She was convinced that the role of the Christian Church was to serve the needs of the community. In undertaking the development of this project, she was able to establish a twenty-four-month model for "Town Talk" (see Appendix C, Figure C-1) and carried out one of the most effective community adult education projects every tried, involving almost the total community. Basically, this project was a crash program--a community-wide blitz, where twenty-three months of preparation was involved to bring the community together for an intensive one-month community-wide public participation. The public participation aspect took place under a format whereby a neutral forum of all groups could participate in open discussion on the social issues of their community. Every form of media was used to provide the opportunity for people to interact. The results of this experiment are reported by Wilson (1969:66):

* The ordinary citizen *did* begin to participate in decision making. The semi-committed person was pushed into deeper involvement.
* Citizens learned the communications system of their city.
* A major contribution was made to the ecumenical co-operation of churches.
* Action was started in a number of significant areas.
* The fragmented approach to community problems was broken down. Citizens learned how a community functions; how decisions are made; how society shapes the person.
* Thorny and controversial questions *did* get on the public agenda. Rational decisions were taken in the light of informed opinion and authentic belief.

What this project illustrates--reinforced by its results--serves to prove that proper planning and use of the media can provide people with a most valuable opportunity to extend themselves to be better citizens. McLuhan (1964:7) probably illustrated this point best when he stated:

> In a culture like ours, long accustomed to splitting and dividing all things as a means of control, it is sometimes a bit of a shock to be reminded that, in operational and practical fact, the medium is the message. This is merely to say that the personal and social consequences of any medium--that is of any extension of ourselves--result from the new scale that is introduced into our affairs by each extension of ourselves, or by any new technology.

An Experiment With Electronic Correspondence

David D. Jenkins and Fred Terentiuk (1971) reported on an experiment with adult education from the University of Calgary, in cooperation with the Alberta Pilot Projects County of Mountain View Educational Television (COMET). This project consisted of presenting an evening credit program in British History, running from September 15, 1969 through to April 3, 1970. Forty-three off-campus students in seven different schools were lectured by media from a control office in Didsbury. The lectures were videotaped--some visual and some straight audio--at the University of Calgary. The students were given two fifty-minute electronic lectures per week, telecast separately on Mondays and Wednesdays at 4:00 p.m. The

recorded lectures were supplemented in two ways: (1) by a total of six visits by the professor to the collective body of registrants, and (2) by two "phone-ins" during the latter part of the course. This permitted the professor to answer questions over the television network as they were phoned in.

Results of the history course prompted thirty-eight people to request a Human Biology course to be offered in a similar manner during the 1970-71 year. Twenty-three of the thirty-eight signing the letter had successfully completed the history course. The authors point out that a variety of approaches were used during this project, and the experimental aspects of it were not carefully controlled, so one should be wary of drawing any hard conclusions with respect to the total project.

This experiment, as is the case in the previously-mentioned ones, illustrates the potential for using the media as a means for continuing adult education. The one main factor that seems to be apparent is the involvement of the people both in the planning stages and during the course of the presentations.

An Evaluation of Adult Educational Television

Niemi, who feels so very strongly about adult education, believed that people must become aware of the need for qualitative research. In 1969 he designed a project for some of his graduate students in this field at the University of British Columbia. Twenty-four of his students were included in a course entitled "Mass Media and Adult Education." The twenty-four students were assigned the task of viewing one of the formal educational courses being offered through stations in British Columbia and the State of Washington. To guide the students in evaluating the courses,

he gave them an instrument to follow. (Appendix C, Figure C-2) Niemi reported the following findings as a result of the survey conducted:

1. Course descriptions were presented in lieu of course objectives. This lack of explicit behaviorally-stated objectives sometimes resulted in the learners becoming confused.

2. The courses in each individual program varied as to the organization of content, from well-structured presentations of ideas developed in logical sequence, to presentations in which too many, less than explicit, ideas were thrown haphazardly at the viewer.

3. The lecture was the teaching technique most widely used in the program. Effectiveness varied considerably from instructor to instructor. Some used audio-visual aids, some used viewing guides that could be obtained for a nominal fee. The panel-and-interview technique was used with some degree of success.

4. Studio techniques in most of the programs were outstanding.

5. The promotion of the program viewed was rather limited.

6. Most students were concerned with the restrictions put on the viewing of the program by inconvenient time schedules.

7. The students reacted favorably to the "University of the Air" series because most programs consisted of five or six half-hour presentations; in other words, the material was offered in small packages.

8. Under "Objective Evaluation" the students reported that in none of the courses they watched was there any kind of evaluative device to measure the achievements of the viewer.

Niemi (1969) suggested the following summary and implications as a result of the survey findings:

1. There is a great need for qualitative evaluation on a

continuing basis.

2. The educator requires the expertise of the media specialist if he is to present his ideas in the most effective manner.

3. The viewer must be given the opportunity to ponder the ideas presented by the instructors and be able to argue issues with him and to pursue those issues further if the viewer wishes. One way to accomplish this would be through a pre-reading exercise that might be suggested in a syllabus or a viewer's guide.

4. The material should be organized in sequential steps and be coordinated carefully with the ETV programs, so that the viewer knows in advance of each program the specific questions that will be raised. There has to be an opportunity for the viewer to communicate with the instructor either by telephone, letter, or meetings.

5. From an administrative point of view, the chief problem seems to be the timing and the promotion of the programs.

Niemi's suggested implications support fairly conclusively the findings and information in the previously-mentioned literature reviews.

Conclusion

How can television be successfully used as an educational tool? McLuhan (1964) contended that television is a unique "cool" medium, where the viewer is involved and participating. Because of the low definition of television, a high degree of audience involvement is insured, and the most effective programs are those that present situations which consist of some process to be completed.

Schramm (1968) asserted that television should invite discovery on the student's part, rather than foreclose discovery by presenting all the

answers. The student should be active--not passive--and be allowed to exercise his mind.

Miller (1964) suggested that since a large proportion of adult educational activities take place outside the classroom, the adult educator has a responsibility to exploit to the fullest extent the potentialities of television.

Niemi (1969) also contended that if the educator is going to make the best use of television, a necessary first step requires that he take an active and direct role, in cooperation with the skilled writer and cameraman, in designing programs and their subsequent evaluation. Niemi is convinced that all too often a communication gap exists between the educator and the media specialist. It is for this reason that many educational television programs fail to attract large audiences.

Television has the potential to be a most successful educational tool, providing there is a determined need, proper planning, and cooperation of the people involved. The program must be actively challenging and stimulating to the television audience.

Chapter 4

RESEARCH PROCEDURES AND METHODOLOGY

Data Collection

The assembling of data pertaining to this research was carried out by collecting letters sent to the CBC in Edmonton and Red Deer College in Red Deer in response to the various issues aired on the television program, "People Talking Back." Although letters were sent in from all over Canada, the task required of this researcher was to analyze only those received from Alberta. While the sample acquired was limited to one province, it could be considered to be received on a random basis in that those who wished to write in could do so. There were no stipulations as to who could respond. During, and at the end of each program, all--individuals, groups, companies, and students of various classes--were encouraged to write down their views and send them in to the designated locations. The letters received from various parts of the province provided a sample number of responses--482--diverse and large enough to be considered a sufficient basis for a content analysis study of the views on the various topics presented on the television program.

Definition of Content Analysis

Content analysis has been defined in several ways. Berelson (1971:18), from a review of various authors, suggested the following definition: "Content analysis is a research technique for the objective,

systematic, and quantitative description of the manifest content of communication."

Content analysis, according to Stone (1964), can be any procedure for assessing the relative extent to which specified references, attitudes, or themes permeate a given message or document. Lasswell (1949:59) stated that content analysis may be defined as:

> Referring to any technique for the classification of the sign vehicles (black marks on white--communication) which relies solely upon the judgements (which, theoretically, may range from perceptual discrimination to sheer guesses) of an analyst or a group of analysts as to which sign vehicles fall into which categories on the basis of explicitly formulated rules, provided that the analyst's judgements are regarded as the reports of a scientific observer.

In reviewing the literature, one finds a variety of definitions and a variety of ways by which content analysis may be carried out.

The Requirements for Proper Content Analysis

Berelson (1971:18-20) stated that the definition of content analysis implies certain general assumptions:

> 1. Content analysis assumes that inferences about the relationships between intent and content or between content and effect can validly be made on the actual relationships established.
> 2. Content analysis assumes that the study of the manifest content is meaningful. The content analyst assumes that the meanings which he ascribes to the content by assigning it to certain categories, correspond to the meanings intended by the communicator and/or understood by the audience.
> 3. Content analysis assumes that the quantitative description of communication content is meaningful. This assumption implies that the frequency of occurrence of various characteristics of the content is itself an important factor in the communication process, under specific conditions.

Lasswell (1949:59) further stated:

> That in the case of sign-vehicle analysis, there is little difficulty with respect to validation, because such techniques provide a direct measure of physical occurrences. The analyst's

> operations involve simple perceptual discriminations: determining the presence or absence of a given physical configuration and counting the number which are present. Hence no special validation procedures are necessary. Of course, the reliability of the analyst should be checked, in order to preclude the possibility that he misunderstood or misapplied the rules of the analysis. This is the only condition necessary to warrant the conclusion that a sign-vehicle analysis measures what it purports to measure: the frequency of occurrence of a given sign-vehicle or of a given set of sign-vehicles.

Budd, Thorp, and Donohew (1967:28) cited Dannielson and Mullen, who stated:

> That in using space units it is suggested that a method of sampling content; the basic space unit (BSU) should adhere to the following four criteria: (1) The unit should be large enough to yield meaning, (2) The unit should be small enough so as not to contain too many meanings, (3) That it should be easily identifiable and, (4) That the total number of units in the issues to be sampled should be easily ascertainable for sampling purposes.

Budd, Thorp, and Donohew (1967:69) made the following cautionary statement about validity and reliability:

> Validity may be assessed by one or more methods among them: jury, known-group, independent criteria and construct validity. The jury method of validation is an extension of logical validation but is considered slightly superior. Here experts are asked to judge relevant parts of the methodology--choice and definition of variables, for example or measuring techniques. Reliability need not be difficult to establish. In content analysis, reliability may be viewed as a communication problem. How well will other researchers recognize the referent from the investigator's descriptions or coding instructions.

Usually a person selects fellow graduates, gives them instructions that he himself used, and asks them to code passages from his sample. The number of persons chosen can vary from one to three. To obtain the optimum in validity, it is imperative that the resource people be unaware of the judge's initial coding.

Limitations of Content Analysis

Babbie (1973) points out that content analysis, like any other research method, has its weak points. First, the documents received or selected for examination may not provide the most appropriate reflection of the variable under study.

In the case of this study, little choice was available for selection in that all letters received were analyzed. The only difficulty encountered was that the letters were sent in on a voluntary basis and, at times, the writing and communication was difficult to decipher and interpret.

The second weakness that Babbie points out is that scoring methods almost always have an arbitrary element. The researcher can reduce this problem by seeking independent evaluation from outside authorities. Ultimately, however, there is no way to ensure that comments are being correctly scored in any absolute sense. Babbie suggests that those reading the research report must, at the very least, know precisely what the scores represent, even if they might disagree with the appropriateness of the scoring system used. Again, in this study, the researcher used outside authorities to validate the scoring methods.

Meeting the Requirements

This present study meets the syntactic and semantic requirements of content analysis in that it has been delimited from actual letters written by people from Alberta. Black marks on white were delineated and assigned to pre-determined categories. The criteria for these categories are discussed in more detail later in this chapter.

The Requirement of Objectivity

As the literature has asserted, if content analysis is to meet the requirement of objectivity, the results must be reliable and valid. In defining the categories, those devised by the CBC research staff, which enabled them to categorize the phone-in feedback, were used. The program being studied was designed in such a way that the issues covered conformed to pre-determined categories. Using both the program structure and the CBC categories, a slightly expanded set of categories was prepared for use in this study. To obtain further validity with respect to these categories, outside resource people were asked to evaluate them.

In connection with validating the inferences made on the written material, some time was spent with an authority from the University of Alberta who has had a great deal of experience with content analysis. By providing a sampling of letters for the authority to analyze, then analyzing the same letters himself, this researcher was able to gain some expertise in editing the letters into meaningful phrases. During the course of the analysis, other outside resource people were asked to review various letters for comparison purposes. In almost all cases, although their wordings may have been slightly different, the inferences coincided with those of this researcher. Appendix D provides a sample letter from the 482 received, and Appendix E provides a comparison of the inferences drawn. The fact that the total sample yielded 482 individual responses tends to nullify any misinterpretation which would affect the content analysis to any great degree.

Both individual reliability (the level of agreement between the judge and other raters), and category reliability (reflecting the accuracy

with which the categories have been defined) are important facets of content analysis. These facets were determined in the following manner:

1. The analyzed data were examined by this researcher's supervisor for the purpose of determining that the proper procedures had been followed in selecting the categories, based on the criteria as set up by this researcher.

2. The services of two external resource people were obtained to view the individual responses and either confirm the placement of them or reassign them to another category.

3. These same two resource people were also asked to refine the categories into sub-groups for the purpose of summarizing the material and drawing meaningful inferences from the analyzed responses.

4. A percentage variation between the categorizations of this researcher and those arrived at by the resource people in Step 2 was performed. The results are displayed in Table 1.

Treatment of the Data

The criteria for the major categories was established (Appendix F) and the letters were gathered and numbered individually from one to one hundred and thirty-three. They were then read and edited, taking from them the various comments made with respect to the various issues. The comments were listed separately on cards, and the cards were subsequently assigned to one of the major categories. Once all the letters had been edited, the cards were divided into sub-groups and coded accordingly. The cards were then taken to outside resource people who were provided with the criteria used by this researcher for the purpose of validating the

Table 1

ORIGINAL AND FINAL DISTRIBUTION OF RESPONSES FOR BOTH MAJOR CATEGORIES AND SUB-GROUPS AND PERCENTAGE VARIATIONS

Major Categories	Original Number	Original Sub-Groups	External Variations	Final Number	Final Sub-Groups	Percentage Variation
Politicians	145	4	-26	119	4	17.9
Unity	105	4	+ 9	114	5	8.5
Economy	66	3	+16 - 3	79	5	28.7
Media	67	2	0	67	2	0.0
Employment	46	2	+ 5	51	2	10.8
Others	31	2	- 1	30	2	3.2
Program Comments	22	2	0	22	2	0.0
Totals	482	19	+30 -30	482	22	6.22

placement of the various comments. These two people were also asked to divide the major categories into sub-groups according to major themes, as they perceived them.

The letters were further analyzed with respect to: (1) their length (number of pages each), (2) the issue(s) referred to, and (3) whether each was a group or an individual response. In the next chapter, bar graphs are used to show the frequency of replies with respect to the various categories and sub-groups. Following each sub-group bar graph, several actual examples of comments are listed, followed by several statements that summarize what is being said within each sub-group.

Chapter 5

ANALYSIS OF CONTENT DATA

This chapter contains a description of the relative emphasis placed upon the seven major categories as set out by this researcher, based on the issues as aired by the CBC program "People Talking Back." Included also in this chapter will be a description of the validation of the categories and sub-groups, the intensity placed upon the various categories and sub-groups as depicted by the number of comments directed toward each area, and the relationship of responses between groups and individuals.

Validation of Comments

The 482 responses, along with the criteria for placement of comments, were given to two external resource people who were asked to do a category reliability assessment of these comments. They were also directed to refine the categories into sub-groups for the purpose of individual reliability. This researcher had previously refined the categories into sub-groups, but withheld them from the external resource people. Having these two people perform the functions of assessment and refinement served to validate the comments as per category and sub-groups. Table 1 summarizes both the originally-designated major categories and designated sub-groups, as well as the changes made by the external resource people, resulting in a final distribution of responses per major category and per sub-groups assigned to each category. The percentage

variation between the original and final placement of responses is also noted.

For the total 482 responses, there were 30 reclassifications (6.22%) within the major categories. The "Politicians" category displayed the greatest degree of disagreement between this researcher and the external resource people. Some 26 comments were reclassified from this category, with most of the comments being placed in "Economy" and, to a lesser degree, in "Unity" and "Employment." It was expected that the comments related to politicians would cause the greatest amount of disagreement, because such comments, depending upon their interpretation, are so closely related to unity, economy and employment. In discussing the changes with the external resource people, this researcher could accept quite readily the reasons for the reclassification of the comments into the various categories.

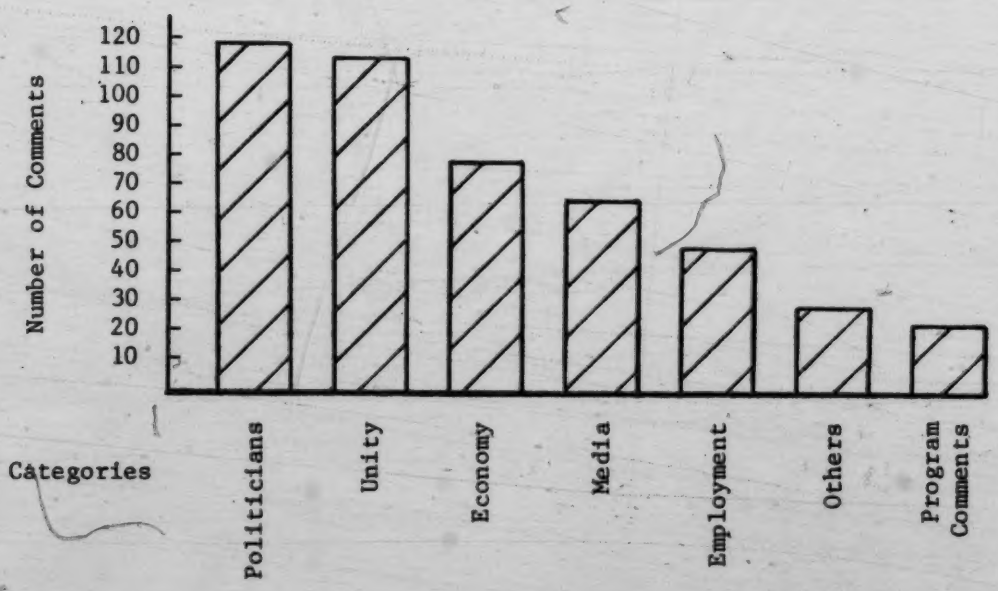
With respect to the sub-groups, there were also variations between the external resource people and this researcher. "Unity" had some slight variations because of the creation of another sub-group by the external resource people. The category "Politicians" had the greatest amount of variation, because of the number of comments that were pulled from this category, resulting in a rearrangement of the comments with respect to the various sub-groups. Some variations occurred in "Economy" as well, because it had 16 comments from the "Politicians" category added to it and two additional sub-groups created within it. The remaining four categories had little or no changes with respect to sub-groups.

The overall variation within the major categories was most encouraging to this researcher, bolstering confidence in the procedures used to categorize the original 482 responses. Insofar as the sub-groups were

concerned, again there was a great deal of agreement between this researcher and the external resource people. The greatest degree of disagreement resulted from the creation of additional sub-groups. After consulting with the external resource people, this researcher is satisfied that the comments are categorized properly and that the internal sub-groups have been divided into groups that will give relevant meaning to the study being undertaken.

Distribution and Summary of the Comments

This section will use bar graphs depicting the emphasis placed upon the major categories, as well as bar graphs depicting the emphasis placed upon the sub-groups within each major category. Graph 1 will give the frequency of comments for the major categories.



Graph 1

Frequency of Comments by Major Categories

The subsequent graphs will deal with each of the categories individually, exemplifying the emphasis placed upon each sub-group. Following each graph will be a random sample of several comments assigned to that particular sub-group; a summary paragraph will then attempt to tie together the comments made in each sub-group for the purpose of clarifying what was being said.

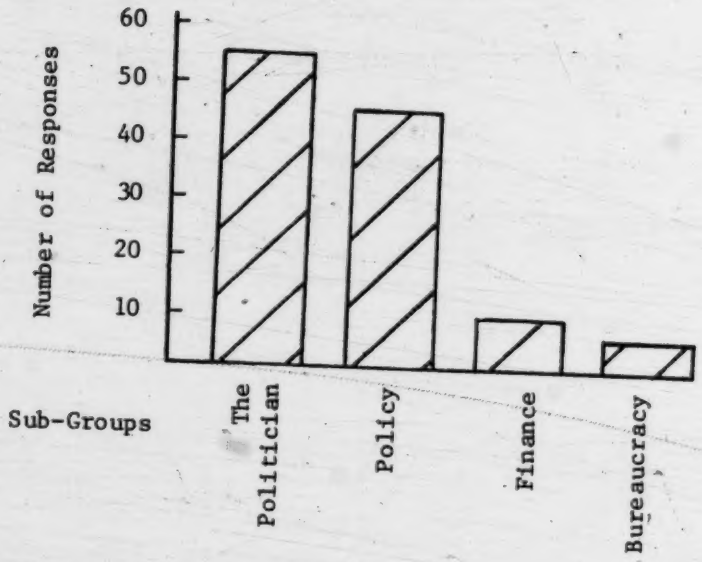
A perusal of Graph 1 indicates that the comments received were concerned with, and placed a great degree of emphasis on, "Politicians" and "Unity." The categories "Media," "Economy," and "Employment" received relatively the same emphasis, with "Economy" receiving slightly more and "Employment" the least of these three. The last two categories received minimal attention, and yet, in total, 52 comments appeared in these two categories and must be duly recognized.

Emergent Concerns Within Major Categories

This section will deal with the various major categories as redefined into sub-groups by the external resource people. These sub-groups help to clarify more specifically what the respondents were saying. The sub-groups will be dealt with in the order of the number of responses attributed to the major categories, reflecting the same order as shown in Graph 1.

Politicians

The category receiving the greatest degree of attention was the category "Politicians." Some 119 comments (24.6%) were attributed to this major category. Graph 2 illustrates this category's refinement into four sub-groups.



Graph 2

"Politicians": Breakdown of Responses

"The Politician" Sample Comments.

> Politicians by and large are incompetent. They do not know how to handle the economic affairs of the country.
>
> Politicians have turned Canada into a country that we fought two wars against such totalitarianism.
>
> Politicians lack common sense. What is real in the world of bureaucrats is often irrelevant to others.
>
> We must foster an interest in politics by the young people.
>
> The power structure of Canada will have to be changed so that the grass roots people will have a chance to be heard.
>
> Politicians once elected should keep their promises.
>
> Make representatives answer to us.

A large number of the respondents are disenchanted with our government's representatives; they feel that they are incompetent, listen

only to big business, and are concerned with getting re-elected and not concerned with the affairs of the country. There was a strong feeling that representatives should represent the constituency by voting for what the people of that constituency want, not along party lines. Representatives apparently do not seek the opinions of their constituents often enough.

A number of respondents believed that more people, regardless of age, should become involved with political parties, and that one need not be wealthy to run in an election. In summary, one gathers the impression that a fair number of respondents have little respect for the present-day politicians.

"Policy" Sample Comments.

> Renegotiate regional affiliation to central government.
>
> Governments have to take stronger action to save the family farm.
>
> People in smaller remote areas are ignored by government and as a result are like depressed areas.
>
> Laws are not being enforced because of our judicial system and politicians.
>
> Courts are too lenient with drunken drivers.
>
> Legislation to forbid foreign ownership of Canadian natural resources.

A number of the respondents expressed concern over the leniency of the courts, as well as over laws not having sufficient "clout" to act as deterrents. There was some concern that Ministers of portfolios should be trained, or at least be very knowledgeable in the department for which they have been made responsible. There was a strong feeling that policies

have to be developed to protect our natural resources, both from foreign investors as well as from abuse by our own people. There was also concern over the increasing power of provincial governments negating a strong central government. A number of respondents felt that policy should be developed to educate people of all ages about our country's political system. It was also felt that minorities are often overlooked when governments are developing policy--this includes the natives, the poor, and the isolated. There was a strong indication that governments have not taken sufficient action to protect the family farm. In summary, the respondents indicated that often government policy is devised and implemented so as to give the political party in power an image favorable to the voter for upcoming elections, rather than developing policies that would improve the welfare of the country.

"Finance" Sample Comments.

> Federal government should take positive steps toward achieving a balanced budget.
>
> Governments should live within their budgets.
>
> Hidden government expenses should be curtailed.
>
> Canada gives away too much money to other countries.
>
> I am opposed to the way the Heritage Fund is used, abused, and misused.
>
> The producing segment of society is having to pay for those of the non-productive members.

In this category, the main concern of the respondents was the misspending of the taxpayer's dollars. They felt that the present-day governments have not only over-spent, but they have not spent wisely.

"Bureaucracy" Sample Comments.

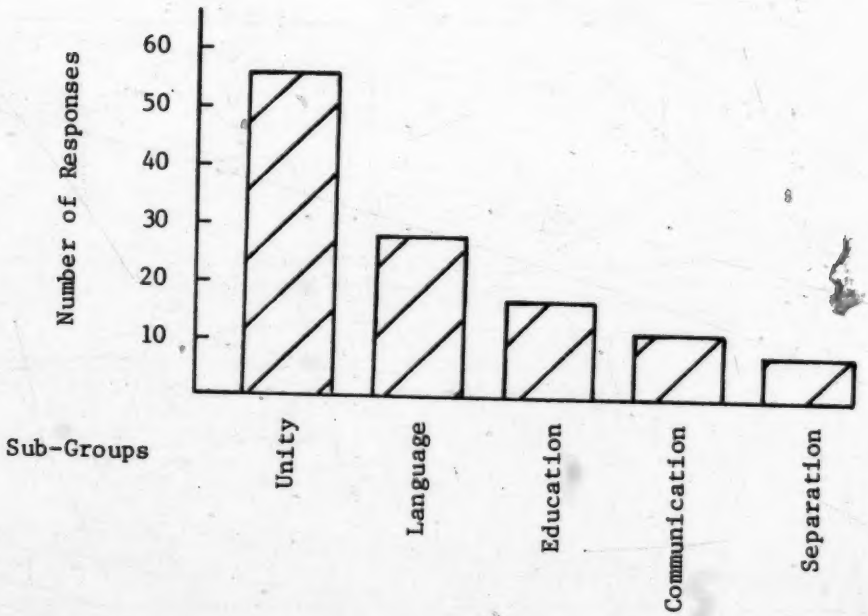
> Reduce government bureaucracy.
>
> Forbid government workers to strike.
>
> Get senior civil servants under control.
>
> Civil service bureaucracy is preventing the functioning of our parliamentary system.
>
> Governments rely too much on educated people who really don't know what's going on.
>
> There must be less bureaucracy and more work done by the legislative assembly.

There is a very strong indication by the respondents that governments create laws that only the senior civil service is able to understand and implement. The basic viewpoint of the respondents in this category was that governments should be more responsible for legislation rather than having it be devised by the civil servants.

Summary. Reflecting back upon the four sub-groups, there seems to be a high degree of discontent with politicians and government. The respondents indicated a desire to have more involvement with the political parties as well as more direct contact with their representatives; they no longer feel that they are being represented by their elected officials, but by the appointed civil servants.

Unity

The category receiving the second greatest degree of attention was that of "Unity," with a total of 114 comments (23.6%) attributed to it. This major category is refined into five sub-groups, which is illustrated in Graph 3.



Graph 3

"Unity": Breakdown of Responses

"Unity" Sample Comments.

> Canada first, Provinces second.
>
> People have to try to understand the problems of other provinces.
>
> We must identify ourselves as Canadians, not French-Canadians or German-Canadians.
>
> The attitude of the people is one of colonial mentality. We must accept responsibility for ourselves as individuals, communities and as a nation.
>
> Stay differerent but stay together.
>
> We should stress our similarities and not our differences.

The respondents felt that there should be more equality among the provinces, where the financially-secure provinces should help the poorer

provinces. Resources have to be shared by all Canadians. The people of Canada should come to appreciate our diversity by using this diversity to build a strong nation. There was a strong feeling that people should be identified as Canadians and not as either "hyphenated" Canadians or other nationalities, thus giving Canada a true cultural definition. People's attitudes have to change, so that we rid ourselves of prejudice and come to understand each other better, stressing loyalty to Canada, not our place of birth. Canadians must work together to build a strong nation and they must also strive to solve the problems of disunity. The 54 statements made under this sub-group leave little doubt that the respondents desired to see Canada remain united.

"Language" Sample Comments.

> We should be officially bilingual French-English with opportunities for other languages as well.
>
> All immigrants should be compelled to speak English so that we can communicate with them.
>
> It is very expensive to have two languages. If people want to learn another language let it be their choice--don't force it upon the people.
>
> People in the East have to quit worrying about themselves--not everyone has to speak French.
>
> One language but preserve your culture.

A few of the respondents felt that bilingualism is good and necessary; however, a greater number felt that bilingualism should be optional and not forced upon them and should not be government funded. The majority of respondents (22 out of 28) felt very strongly that there should be one official language--English. They felt that if we are to stay united

and strong, we must have only one official language.

"Education" Sample Comments.

> Canada has to place strong emphasis on educating people by getting them into dialogue.
>
> Standard education for all of Canada.
>
> Federalize education to common standards.
>
> Education should stress history of the various (cultural) interest groups in Canada.

A number of the respondents felt that if our educational systems were to stress more Canadian history, people would come to understand their differences and this would aid in unifying Canada. The vast majority of respondents felt that a common educational system throughout Canada would do more to unite Canada than any other single avenue.

"Communication" Sample Comments.

> There is a need for lower Canadian travel fares.
>
> Interest groups should have more opportunity to talk back on the CBC.
>
> Start up awareness programs to inform people of the problems of Canada.

Respondents indicated that opportunities should be provided by the media which would allow people across Canada to communicate with each other. The respondents also felt that opportunities should be provided for exchange-type programs. Lower travel rates within Canada would help to facilitate these programs. It was felt that if people have an opportunity to associate with each other more often and more freely, then unity could be preserved.

"Separation" Sample Comments.

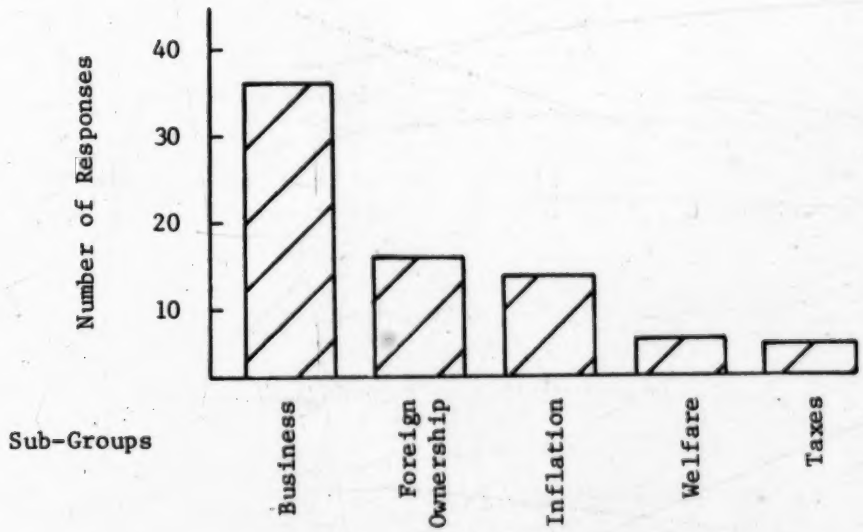
> There are too many government laws designed to pacify Quebec. This helps to divide the country, not unify it.
>
> Quebec separation issue is just a publicity gimmick. They will never break away because they have too many benefits.
>
> Quebec must be offered something more than the status quo. There must be concessions on both sides.
>
> Quebec should not become another Cuba.

This category had only seven comments, two of which indicated that we should allow Quebec to separate. The remaining five comments expressed the opinion that separation will not take place, but steps should be taken to make Quebec realize that it also has to make concessions if the country is to remain unified.

Summary. In perusing the comments made with respect to "Unity," there is little doubt that the respondents felt very strongly about keeping Canada united. They have indicated ways by which they feel unity could be strengthened, but they did not feel that bilingualism was the answer; rather, they preferred one official language (English). A very small percentage of the respondents showed a negative feeling toward Quebec; most of the comments were positive, both toward Quebec and to Canada as a whole.

Economy

The category receiving the third greatest degree of attention was "Economy," 79 comments (16.3%) being attributed to this major category. Five sub-groups serve to refine this category, as Graph 4 illustrates.



Graph 4

"Economy": Breakdown of Responses

"Business" Sample Comments.

> Curb the profit nature as the mainstay of business and industry.
>
> Big business takes too much of the economic pie. There is too much wealth in the hands of a few and too little wealth in the hands of the many.
>
> We have to become honest and unselfish.
>
> Volunteer co-ops should be encouraged.
>
> People of Canada have to become more concerned with our environment and natural resources.
>
> Too many middle-men re sale of farm products.

One of the greatest concerns expressed by the respondents was the excess profits that big business seems to be realizing. They recommended that these profits be controlled if economic democracy is to exist. A

large number of the respondents felt that small businesses and small farms are being squeezed out of the productive market. Some of the respondents also stated that governments should govern and not compete with free enterprise. Proper management of our natural resources will provide endless years of employment as well as stabilizing our economy. One respondent felt that the provinces were demanding too much from the federal government and an attempt should be made by the provinces to develop their own resources. Only one respondent maintained that corporate profits are the vehicle for creating new jobs and replacing equipment to maintain jobs that are already in existence.

"Foreign Ownership" Sample Comments.

> There is too much foreign ownership with added subsidies and credit.
>
> Resources and industry have been sold out from under us to the U.S.A.
>
> There is too much foreign ownership.
>
> We need free trade with the U.S.A.--a common market between Canada, U.S.A. and Mexico.
>
> Forbid the loaning of money to foreign individuals or corporations.

The respondents in this group were concerned with basically two issues: (1) that there is too much foreign ownership in Canada and this must be stopped; and (2) that Canadians have to be encouraged and given opportunities to invest in their own country through loans, bank brokers, and tax incentives.

"Inflation" Sample Comments.

> Multi-corporations and governments create artificial shortages so as to raise prices.

People in general do not accept honest responsibility for the economic situation of the country.

Inflation may be cured by gearing the living standards to the national product.

Inflation is a problem that goes beyond our borders.

Wages are out of proportion with production.

A large proportion of the respondents believed that inflation has been caused by the desire of Canadians to live beyond their means, particularly through the use of credit. Some of the respondents felt that our production is not in line with the wages demanded. Other respondents believed that inflation is created by governments and large corporations.

"Welfare" Sample Comments.

Welfare should be made available only to the needy not the healthy.

Stop government handouts.

Mothers should be paid by the state to stay home and look after their children.

Law of evolution should be enforced--if a father cannot support his child he should be forced to have a vasectomy so that he cannot fail again.

By and large the respondents are opposed to welfare handouts to those who do not deserve it. They felt that many people have abused the privilege of welfare.

"Taxes" Sample Comments.

The working man has to carry the brunt of taxes while larger companies get to deduct expenses.

Change corporate tax structure to favor

Canadian companies.

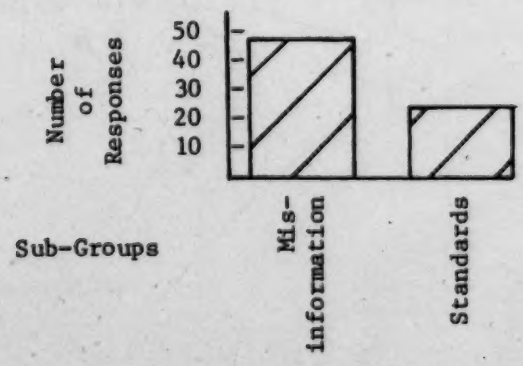
Tax cuts should be made to give incentives for investment.

Although there are only five comments in this sub-group, they all indicated that a reassessment of the tax structure is desirable so that Canadians can invest in their own country.

Summary. The respondents are concerned about the profits made by big business and the lack of opportunity for small businesses to compete with the large corporations. Besides large profits, they felt that there is too much foreign ownership within Canada and that tax incentives should be provided to encourage Canadian investment. The respondents also indicated that Canadians live far beyond their means and that welfare encourages people not to become productive citizens in our society.

Media

The category receiving the fourth greatest degree of attention was "Media." Sixty-seven comments (13.9%) were attributed to this major category, which has been refined into two sub-groups, shown in Graph 5.



Graph 5

"Media": Breakdown of Responses

"Misinformation" Sample Comments.

> The press/media are a disaster. They go out of their way to incite emotional reaction.
>
> The media must be aware of the difference between freedom and license.
>
> The media has caused a lot of problems in the language issue by continually bringing it before the people.
>
> The press always seems to be partisan.
>
> Media stories are too negative.
>
> TV programs are harmful in developing minds because they play up disaster, tragedy and crime.
>
> There is too much violence and vulgarity on TV.

One of the greatest concerns expressed by the respondents was the presentation of negative views and news items as opposed to positive broadcasting and publishing. They felt that the media try to sensationalize everything rather than presenting just the facts. A number of the respondents felt that the media allow too much violence, vulgarity and immorality to be presented to the public for the sake of sensationalism. The respondents also indicated that the media are biased in their reporting and tend to distort the truth.

"Standards" Sample Comments.

> The media must bring to the attention of the people the importance of our forests.
>
> The media should feature pro-social not anti-social news.
>
> The CBC should use more women newscasters.

The media should promote national unity.

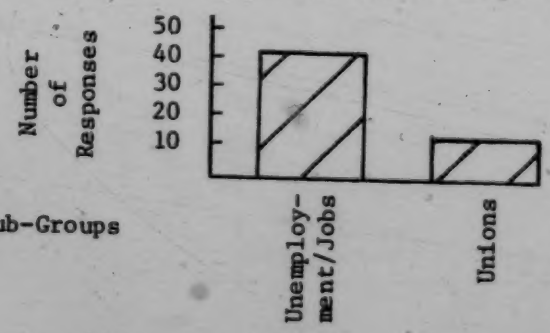
The CBC should use Canadians as much as possible instead of the vulgarity that blows in from the south.

People want shows that stimulate their minds (e.g. Suzuki and Fifth Estate).

There was a variety of opinions expressed by the respondents with regard to the standards of the media. Some of these comments centered around such things as: a co-operatively owned quality national daily newspaper; a publicly-funded newspaper which is decontrolled by the influence of buyers; too many garbage publications; people being allowed to have more input into the use of the television; and TV shows that stimulate the mind through the use of Canadian content and humor. Basically, the respondents all indicated that all forms of media need to improve their standards and focus on issues and programs that promote mind development, unity, and Canadian identity.

Employment

The category receiving the fifth greatest degree of attention was that of "Employment," to which 51 comments (10.5%) were attributed. This major category is refined into two sub-groups as Graph 6 illustrates.



Graph 6

"Employment": Breakdown of Responses

"Unemployment and Jobs" Sample Comments.

There should be incentives for creativity (the Arts) so that people can make a decent living.

Jobs should be people-incentive not capital-incentive.

People should be paid better for further training.

Every job should have sufficient dignity so that people will take pride in their work.

By selling our resources we are exporting jobs needed by our own workers.

The vast untapped wealthy lands should be opened up so that everyone can have a job.

Form more student unemployment agencies.

As in the previous category, the respondents had a variety of comments with respect to unemployment and jobs. A number of the respondents were concerned about the refugees taking jobs away from Canadians; instead of this practice, they felt that there is a need to develop programs that better train our Canadian people for the jobs that are available. They also indicated that conditions at places of work should be more humane, thus creating an atmosphere where people will have pride in their work and put in a full day's work for a full day's pay. A number of respondents indicated that there should be more job flexibility, whereby people could rotate from one job to another. Some individual comments centered around such issues as: cut off unemployment, pay homemakers, increase the minimum wage, and create incentives in all jobs.

"Unions" Sample Comments.

Federal Government has to take steps to curb the power of the unions.

Unions are leading us in a revolutionary direction.

A more responsible attitude has to be adopted by unions.

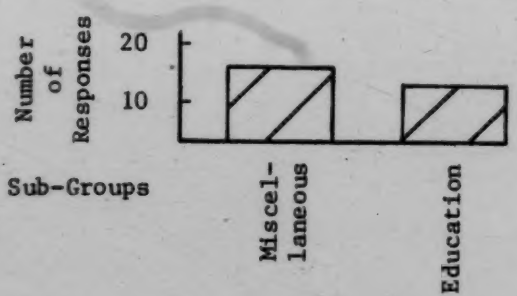
Cut back on union control; create anti-strike act.

Although the number of comments in this sub-group are few, all but one felt very strongly that unions have far too much power, are irresponsible, and that strikes should be outlawed. One respondent indicated that everyone should have the right to work and the right to strike.

Summary. There was a reasonably strong feeling that better training practices should be initiated to train Canadians to fulfill the jobs available as opposed to bringing in a foreign labor force. There was also concern expressed that workers today do not have the incentive to perform their tasks with pride and responsibility. There was little doubt that the respondents had a great deal of condemnation for unions and their lack of responsibility toward the welfare of Canada.

Others

The category receiving the sixth greatest degree of attention was "Others." Thirty comments (6.2%) were attributed to this major category, which has been refined into two sub-groups in Graph 7.



Graph 7

"Others": Breakdown of Responses

"Miscellaneous" Sample Comments.

> People should start thinking what they can do for Canada not what Canada can do for them.
>
> Insurance laws need revamping, especially for senior citizens.
>
> Seat belts are not a good thing. I'll see them in Hell before they tie me in a hot seat.
>
> As a nation we have become soft and indulgent and have abandoned our individual responsibilities.
>
> People are too apathetic and do not express their concerns.
>
> Society has to be a product of its people--not people fitting into a prescribed society.

Most of the comments in this sub-group are philosophical in nature and it is difficult to make any general statements that summarize the responses. The comments range from criticisms of the metric system, to society, politicians and the courts. A number of the responses suggested that people in Canada have to adopt a more responsible attitude if they expect their society to improve.

"Education" Sample Comments.

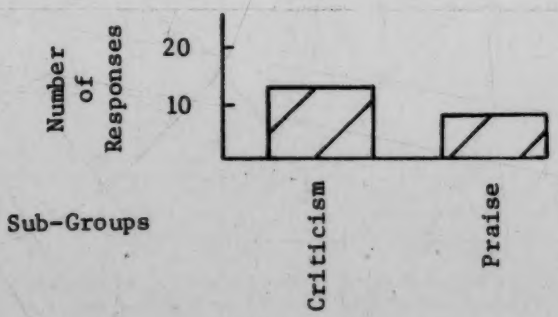
> Education should be made more public and raised to the fullest. Small isolated areas do not get the same opportunities as the large areas.
>
> Schools have to present courses that provoke thought so young people will know how to handle the future.
>
> Schools are getting too big.
>
> People should be taught how to take care of their bodies by buying proper food.

> No one seems to be concerned as to the future of our children. If we don't solve the problems now facing us the real losers will be our children.

A number of the respondents felt that our educational system should do a better job in preparing the youth for the complex society among which they will have to live. Both schools and society have to embark upon a set of values that will bring about a change in attitudes. These attitudes will have to reflect a greater respect for our society, our resources, and ourselves.

Program Comments

This category received 22 comments, representing the least number of responses (4.5%). This major category is refined into two sub-groups as shown in Graph 8.



Graph 8

"Program Comments": Breakdown of Responses

"Criticisms" Sample Comments.

> People Talking Back was another example of the bureaucracy controlling who could express themselves. The grass roots people were ignored.

> People Talking Back program seems to have been biased in choosing the groups.
>
> People Talking Back using taxpayer's dollars should have been focussing on issues that are vital to a just society.
>
> The program covered too much material.
>
> What ludicrous rubbage.

These thirteen comments were received from respondents who made no comments about other topics, but felt the need to express their criticism of the program "People Talking Back." Their comments ranged from such things as the supposedly tremendous cost involved in producing such a program to the format of the program and how the program was handled.

"Praise" Sample Comments.

> People Talking Back is the only vehicle for bringing about a responsible Canada.
>
> Your show could be an important event in Canadian history.
>
> You should do a series of one-hour programs on each province.
>
> I am very encouraged by this idea in media communication.

Again, the nine comments received devoted their attention entirely to the program and not to any other topic. They simply indicated that they felt the program was worthy of the effort put into it by the people who planned it.

Conclusion

In a thesis of this nature, although content analysis plays a large part, it is difficult to outline specifically and precisely what each individual response is and what it purports to mean. Therefore, in

the interests of clarity and continuity, an attempt has been made to group the comments into categories and sub-groups, enabling this researcher to give sample comments from each sub-group and a short explanatory summary of all the comments related to that particular sub-group. This researcher is satisfied that these three endeavors combine to portray a relatively accurate picture. For a total listing of all the comments received, see Appendix G.

Analysis of the Sample

This section of the chapter will examine the letters received with respect to their length, the number of respondent groups and the number of respondent individuals; it will also examine to what degree the letters directed their responses to the various categories. There was a total of 133 letters received, ranging from one page to sixteen pages in length. Table 2 depicts the distribution of individual and group letters, and the number of pages used to complete their responses.

Table 2

DISTRIBUTION OF LETTERS RECEIVED

Total Letters Received	Number of Pages Per Letter	Letters From Individuals	Letters From Groups
74	1	48	26
41	2	24	17
8	3	6	2
4	4	2	2
2	5	2	0
2	6	2	0
1	10	1	0
1	16	1	0
133		86	47

In perusing Table 2, one finds that there were almost twice as many letters from individuals as there were from groups, and individuals were responsible for writing the longest letters. Considering that the program was designed for group participation, it is interesting to note that almost twice as many individuals as groups took the time to respond to the program issues.

In the 133 letters, the respondents addressed themselves to 345 views of concern regarding the seven categories as follows: "Politicians," 85; "Unity," 82; "Economy," 47; "Media," 39; "Employment," 48; "Others," 22; and "Program Comments," 22. It should be noted that from these 345 views of concern, 482 separate responses were edited for use in this study.

Table 3 provides a comparison of the total number of responses attributed to the various categories, with the number of views of concern, giving one some indication as to the intensity with which respondents attacked the various categories.

Table 3

COMPARISON OF INTENSITY OF RESPONSES BY CATEGORY

Type	Politicians	Unity	Economy	Media	Employment	Others	Program Comments	Total
A*	85	82	47	39	48	22	22	345
B**	119	114	79	67	51	30	22	482

*Represents views of concern.
**Represents number of responses related to each concern.

Table 3 indicates some interesting facts, namely that 85 respondents had 119 comments to make about "Politicians" (28% additional comments);

82 respondents had 114 comments to make about "Unity" (28% additional comments); 47 respondents had 79 comments to make about "Economy" (40% additional comments); 39 respondents had 67 separate comments to make about "Media" (41% additional comments); the remaining three categories generally had one comment per respondent per category.

In summary, Table 3 indicates that the majority of respondents were concerned with "Politicians" and "Unity." However, it also shows that those respondents who addressed themselves to "Economy" and "Media" tended to express more intense concern than did those in the other five categories. This is evident by the ratio of views of concern (A) to the number of responses (B). A complete accounting of the letters according to individuals and groups, as well as page length, is given in Appendix H, Tables H-1 and H-2.

Chapter 6

IMPLICATIONS, COMMENTS. AND CONCLUSION

Introduction

In a thesis that deals with content analysis, it is difficult to draw implications from the material gathered because the content that is being analyzed can have different implications for different people. In order to arrive at the best possible implications, this researcher took the summary comments to a number of outside authorities to obtain their reactions and to discuss the responses with them.

The persons contacted were: Dr. A. Tupper, a political scientist from the Political Science Department of the University of Alberta, who looked at the category "Politicians"; Ron Collister, editor of the *Edmonton Sun*, who has had a great deal of experience in the media field, and who discussed the comments in the category "Media"; and Dr. R. C. Bryce, a knowledgeable person in Canadian history with the Department of Educational Administration of the University of Alberta, who commented on the category "Unity." These gentlemen were most helpful in providing adequate insight into all the categories.

Before dealing with the implications, readers are cautioned that when they are looking at the comments made by people, they must ask themselves: Do people really mean what they say--do people really understand what they are saying? This caution will be exemplified from time to time when dealing with the implications. Readers must also remember that we

are living in an era of very trying times. People are frustrated with society and they have a tendency to want to blame someone for the situation in which they find themselves. As a result, many of the comments are a reflection of peoples' frustration--they are lashing out at someone or something that cannot necessarily retaliate.

The implications and comments which follow will be attributed to the major categories as set out in Chapter 5.

Implications and Comments

"Politicians"

The responses received in this category were not surprising. Politicians have been "scapegoats" for people's frustrations every since the beginning of democracy. It should be noted that, although the responses listed do not say so specifically, they were, in fact, directed by and large to the federal government. One reason for this could be that the program was national in scope; another could be that people, particularly from the West, feel somewhat alienated from Ottawa and tend to direct their political comments to the central government. This could be considered ironic, since in recent years provincial governments have gained more control over their own affairs and that, totally, the provinces' budgets exceed that of the federal government.

When one ponders such statements as, "politicians are incompetent" or "politicians lack common sense," it is difficult to understand why people would deal in such generalities. There is an election every four years and if the people feel so strongly about the politicians, surely the democratic franchise gives them the opportunity to change this situation. As is true in any profession, there are, no doubt, some politicians who

are incompetent, but to categorize all politicians thusly is totally wrong. In a democratic society such as the one we have in Canada, surely the majority of politicians enter into this field with a desire to do the best job possible and with the hope of improving the existing state of affairs.

It is reasonable to accept as valid the comment that politicians do not spend enough time consulting and listening to their constituents. However, people must realize that politicians now spend ten or more months a year carrying out legislation in the House of Commons. This does not allow them a great deal of time to spend in their constituencies. Another factor that many people fail to realize is that if they do not write to their representatives and express their concern, it is very difficult for their representatives to know how their constituents feel.

The suggestion that more people should be encouraged to become involved with political parties is an excellent one. If people wish to have some input into the affairs of the country, this is by far the best avenue for them to follow. However, only 1% of the people of Canada actually belong to a political party--could this be due to apathy, or are people afraid that if they belong to something, they may be asked to take on some outside tasks? People must realize that if you want something, you must be prepared to work for it. Anyone can join a political party; membership is very reasonable. In view of this, a question becomes most pertinent: Who is to blame for the political misrepresentation--the politicians, or the people themselves?

Forty-seven of the total responses in this category were concerned with government policies, especially those dealing with the leniency of the courts. If these responses are any indication of the overall feeling

of Canadian citizens, one could almost predict that if a referendum was held today on capital punishment, it would surely receive overwhelming support. The question is, however: What would be the feeling of the people after a dozen or so executions had been carried out? After all, we did have capital punishment for a good many years, and people asked for it to be abolished; now they feel they would like it back. Perhaps we should be looking for positive solutions to the problems in society, and executions may not necessarily be the answer. Do we really want capital punishment, or do we want society to change so that there is less violence and criminal acts?

Foreign ownership came under a great deal of criticism. People soon forget that it was foreign investment that helped to develop this country, and those investors cannot just be eliminated now that things are going well; they must have an opportunity to recoup some of their investment. One of the simplest ways to get rid of foreign investment is for Canadians to use their savings and invest in Canadian companies, but Canadians, generally, are reluctant to take this chance.

A number of responses were critical of the political policy that is devised by governments. As pointed out previously, such critics should realize that if people do not make their views known to those who can do something about them, then certainly the policy may not reflect their particular views.

As was to be expected, responses directed at finance centered around inflation. First and foremost, inflation is not only a Canadian problem--it is a worldwide one. As much as people detest inflation, no single country can solve this problem by itself. One respondent felt that the Heritage Fund was being misused and abused. Since these responses

were received, a provincial election has been held, returning the incumbent government with a stronger mandate than it held before dissolutionment. Obviously the majority of the people are not concerned with how the Heritage Fund is spent.

The last area to receive responses was that of bureaucracy. No doubt bureaucracy is an ever-increasing problem to the average citizen, and it is becoming increasingly difficult to obtain answers to those problems. However, the people have demanded that the governments of today become more involved with the social wellbeing of the people, and the more the government becomes involved, the greater the bureaucracy becomes. People cannot have both autonomy and a multitude of social services. They obviously have decided to sacrifice autonomy for the benefits of the social services offered.

In summarizing this first category, wherein the respondents were very critical of the politicians, it is rather interesting to note that in the recent federal election, the people of Alberta made it very clear as to what government they wanted in Ottawa. Now that the people of Alberta have all their representatives on the government side, the question might be: What happens if the frustrations and the problems that were previously there continue to remain; who then do they blame? After all, the people of Alberta elected these representatives through the democratic process.

Unity

The category "Unity" is rather interesting and somewhat bewildering. There is little doubt from the comments that the respondents do not want to see Canada disunited. They talk about changing attitudes, Canadians working together, and appreciating our diversity to build a strong

Canada. However, when it comes to language, 22 out of 28 responses are very definite that only one language--English--should be recognized as the official language. There is no doubt that if unity is going to be achieved, people in Quebec must be prepared to make sacrifices. But how much sacrifice is the English-speaking Albertan prepared to make? If people are really sincere about achieving unity, they must acknowledge that a person's language is the strongest element within his culture, and to take one's language away destroys that culture. It is obvious from these conflicting responses that the Premier's Conferences held in Ottawa periodically will continue to find it difficult to come to some mutual agreement on this controversial subject.

Some of the respondents would like to see federal involvement in the standardizing of education across Canada. This would permit people to move more freely across Canada without having to be concerned about depriving their children of a continuing education. This movement back and forth across Canada would serve to enhance the opportunity for people to dialogue with each other. Such communication usually stimulates a greater understanding of each other; with understanding comes tolerance, and tolerance at this time in history is probably the key ingredient for preserving unity.

Preferential travel fares within Canada, and exchange programs that could result from reduced fares, would enhance the opportunities for dialogue with fellow Canadians. As is the case with standardized education, if the people of Canada can get to know each other better, then unity has a strong chance of survival.

A few respondents made comments about separatism. Whether separation will take place or not remains to be seen, but if the people of

Canada want to prevent it, then they have to make concessions, and the concessions have to come from both the French-speaking segment and the English-speaking segment of the population.

Economy

The greatest number of responses in this category were directed toward business. Many of the respondents felt that profits should be controlled. There are two points to consider here: (1) profits are what provide businesses with the stimulus to grow and expand, thereby providing more jobs and giving people more money to spend; and (2) if profits are controlled, do we really have a democracy? During the war years, excise taxes were placed on companies, preventing them from exploiting the perils of war. In times such as those, this type of action is deemed appropriate. But, surely, in a growing country such as ours, a curb on profits may hinder the development of our country. There is another alternative to controlling profits, and that is for the consumer to use discretion in purchasing. Housewives in Hamilton, for example, have organized themselves so that they check all the prices in the grocery stores, and any product that bears an excessive price, they refuse to purchase. Eventually the price of that product is reduced, simply because it is not moving. In our affluent society, we tend to pay whatever the price may be, and then complain about it; instead, we should boycott the purchase of that product.

The comments made with respect to small businesses and small farms being squeezed out of production by larger companies is somewhat valid. However, there are still many small farms and small businesses that are successful, due, possibly in large measure, to proper management and hard work. It is easy to blame one's failures on the big companies, just because one did not manage his own business properly or did not want

to work at it.

There are a number of responses directed at foreign ownership and, as was mentioned under the category dealing with politicians, foreign investment is what made this country what it is today. Canadians have many opportunities to invest, but apparently they lack the courage to do so.

In the category of economy, it is natural that inflation received some attention. Generally, the respondents believe that inflation has been caused by the desire of Canadians to live beyond their means. This response seems valid. Few people refuse a credit card when it is offered to them, and banks and finance companies have never made as much profit as they have made in the last few years, simply because of our credit-oriented society. No doubt another contributor to inflation is the desire of people for higher and higher salaries. Unfortunately, as salaries continue to increase, productivity has decreased and the costs of products have had to increase drastically to cover the gap between high salaries and low productivity.

Some of the respondents felt that welfare was abused. Governments are aware of this fact, and they attempt to minimize this abuse as much as possible. However, to achieve this with maximum efficiency would require an astronomically-large staff. It is very difficult to draw a fine line between those who deserve welfare and those who do not. At the risk of having some poor deserving family starve to death, it is sometimes more expedient to have a few abuse the program.

Five respondents felt that the tax structure in Canada is not entirely fair. One could venture to say that probably the tax structure in Canada has never been fair and, quite possibly, never will be fair. People do not like paying taxes, but it happens to be the only means by

which governments can exist. If people feel that they are being unfairly treated, then they should write letters to their representatives, letting them know their viewpoints.

Media

The responses in this category were almost all negative. This is not an unexpected phenomenon--when people do not like the message, they tend to blame the messenger and, in this case, the messenger happens to be the media. The media attempt to portray society as it is and, unfortunately, society is not what the people would like it to be. The respondents made reference to sensationalism. This is a word that has a multitude of meanings. Newspapers have to put together a package that will sell; that is how they remain in business. If they do not remain in business, then eventually one has no news. Thus, while the populace calls it sensationalizing, the media call it packaging. This is indicative of the variation that one finds in the definition of sensationalism.

There were some responses that made mention of violence and vulgarity on television. Obviously, if only a few people watched these types of programs, they would soon disappear from the television screen. The fact that these types of programs seem to be gaining in popularity is an indication that this is what the people want to watch. The moot question here is: Who is to blame for the vulgarity and violence on the television screen--the people who produce it, or the people who watch it?

There were a number of comments directed toward standards in the media field. Standards will only be raised if the publication fails to make a profit. Just because there are inferior publications on the newsstand does not mean that people have to buy them. We live in a democratic society and one of the basic principles is "freedom of the press." Any

curtailment of this freedom means that we are destroying part of the very foundation of our democracy.

One of the great advantages that we have in Canada is that we have access to a variety of newspapers, newscasts, and news publications. If people feel they are not getting a true picture from one source, then they have only to consult any number of other sources. People must bear in mind that the media are a reflection of society and they can only portray what is occurring. If we prefer to see something better, then we will have to change the society we live in.

Employment

The responses attributed to this category (10.5%) were not as numerous as one might have expected. This is probably due to the fact that the unemployment rate in Alberta is less than 3%. The respondents did imply that "refugees" (immigrants) tend to take away a lot of jobs from Canadians. Two factors must be considered here. The first is that a growing country such as Canada has to accept a reasonable number of immigrants per year if it wishes to be held in high esteem by the rest of the world. A comparative example at the present time is that of Malaysia forcing refugees out of that country under false pretenses. Many correspondents are referring to this as "genocide." To maintain good trade relations, it is necessary for Canada to avoid being categorized in the same manner. The second factor that must be considered is that many Canadians refuse to work at the menial tasks which immigrants are willing to do. The point being made here is that all the unemployment problems cannot be blamed on immigration.

Developing our untapped wealthy lands is a valid suggestion. Again, governments have to be careful not to open up their hinterlands all

in one short span of time. It has to be done over a period of years so that there is a contual development of the country as well as a continual increase in job opportunities. Job flexibility is a most worthy idea, providing people are willing to adopt, and to adapt to, such a plan. It would prevent boredom, present new challenges, and facilitate creativity.

The second major concern under this category was that of the unions. Unions today seem to have gained a tremendous amount of control, possibly more than they should have. The respondents indicated a strong disapproval of the power which unions seem to have. It would appear that one's attitude toward unions was dependent upon the position held by the individual respondent on the work force. Those who were paying high consumer prices but did not belong to a union felt inclined to blame the unions for this high cost. On the other hand, those who were working under union contracts for wages that did not cover the cost of the consumer items, felt very strongly that the union must take action to improve the welfare of the worker. No doubt a day of reconciliation will have to be reached between the union movement and the consumer.

Program Comments

Thirteen comments were received criticizing the program, "People Talking Back." They were concerned about the cost of the program, the biased choosing of the groups, and the program having little or no meaning for Canadians. One has to realize that there are always people who are critical about anything new that is tried. The program, being an entirely new venture, without a doubt made some mistakes, but these mistakes were not crucial. This researcher is a firm believer that those who never do anything never make mistakes, but those who do make mistakes are those who are trying to accomplish something. This program was an example of

trying to be innovative and to give the people of Canada an opportunity to become involved in a new and challenging era of dialogue.

There were, of course, nine responses that felt the program was worthy and should be continued. Not only did they praise the program, they even offered suggestions as to how the program might be altered and made better.

Others

It is difficult to suggest implications for this category, since the comments were very diverse and it was for this reason they were placed in this category. The comments themselves were not without thought, and cannot be entirely ignored.

One of the overriding themes that evolved from this section was that each person will have to adopt a more responsible attitude if society is to improve. It would seem fruitless to quarrel with this type of statement, for this was the very basis of the program, "People Talking Back." If people could dialogue with each other, possibly their attitudes would change. resulting in a more positive feeling about our society.

The most important single thought in this category dealt with education. The responses made here were all very valid. Anything that can be done to improve the eduation of children--and of adults--can result in only positive reactions. Education seems to be the only vehicle through which the attitudes and values of people can be changed, with the anticipation that these changes will reflect a greater respect for our society.

Conclusion

It was pointed out at the beginning of the chapter that the readers must be cautious when interpreting people's responses. It is also

important to point out that these responses do represent the concerns of the respondents. The program, "People Talking Back" gave the respondents the opportunity to express their views, and no one can criticize the respondents for having these views or for having voiced them. More opportunities have to be provided for people to exchange their views, so that they have a better understanding of their fellow man and of their country.

Suggestions for Further Research

To obtain a comprehensive understanding of what people's views are on various topics, a study on a Canada-wide basis should be conducted which would enable a researcher to understand and compare the views expressed in the various provinces. In order to create a more challenging program, a researcher could obtain views from various people as to the topics they would like to have discussed on a future program.

This particular study could be expanded by taking all the letters received and contacting the people themselves, to ascertain whether their views have changed over the last year. This would give some indication as to how strongly they felt about the responses they made and/or whether they felt their responses had been acted upon.

Chapter 7

EVALUATION OF THE PROGRAM "PEOPLE TALKING BACK"

Introduction

This chapter deals with the evaluation of the program "People Talking Back." This evaluation was carried out by a three-member group, two of which came from the sub-committee of the Alberta group responsible for the program, the third member being this researcher. Ollie Hage, of the Faculty of Extension of the University of Alberta, was responsible for the majority of the evaluation. Tom Olson, from Calgary, contacted a small sample of viewers from southern Alberta, and this researcher contacted a small sample of viewers from central Alberta. In total, just over one hundred people were personally contacted--most of them by telephone, some by personal interviews, and a few by mail.

An evaluation form, drafted by Ollie Hage (Appendix J), was used to guide the questioners, and the evaluation itself took place after the third program. Although the evaluation form could have permitted some statistical breakdown, it was found that when the people were contacted, they could not always give a "yes" or "no" answer, but preferred to comment rather extensively with respect to the various questions being asked. Because three different people carried out the evaluation, and because the evaluation was done in a variety of ways, it seemed more beneficial to summarize the comments, rather than attempt a statistical analysis. The following section of this chapter will endeavor to summarize the comments

derived from the evaluation.

Comments Derived from the Evaluation

First and foremost, the general consensus is that people are deeply concerned about their country, and they want to heard on issues such as those covered in the "People Talking Back" project, as well as having the opportunity to express themselves on many other issues. A high percentage of the persons contacted felt that the providing of an opportunity to do this was an essential role for the CBC, and that such programs should be continued. There seemed to have been an honest attempt by many of the viewers to form groups, but, because of the viewing times, many of the groups broke up and ceased to function. Those people who did form groups preferred to do so in informal home settings. They felt that this informality provided for freer discussion, because they were familiar with the people within the group.

With respect to the study booklets and leadership guides, teachers in particular, and highly-structured discussion groups, found them to be easily understood, useful, and motivating. Those involved in less structured groups, and individuals, felt that the booklets were confusing, lacked continuity, were complicated and time consuming.

The viewers, during the course of the program, were asked to phone in either immediately or within three days after the program. There was general confusion between the CBC and the previously mailed out written material with respect to which numbers to dial. As a result of this confusion, people became frustrated and tended to give up, therefore never getting around to expressing their views for the record. With regard to the write-in comments, people were asked to mail their letters to Red

Deer; again there was confusion and, as a result, many of the letters were sent to the CBC in Edmonton.

In looking at the responses to the programs, it was found that the majority of people were enthusiastic and excited about the first three-hour telecast. There were several reasons for this, the most important one being that people like the idea of having Canadians dialogue from all across Canada through the media satellite coast-to-coast hookup. The second factor was that a three-hour live program has far more impact than does a short half-hour program. The follow-up programs were of a half-hour duration, and did not provide an opportunity for real dialogue. This produced a decrease in enthusaism for viewing the programs and, consequently, less people watched the follow-up programs.

There were a number of schools that became involved with the program from the outset. Some of the schools, through the use of videotape, were able to watch all the programs and use the issues and comments raised as a basis for discussion within the classrooms. Those schools without video machines found that it was impossible to get the students to view the programs because of the timing. Youngsters and their families prefer to do outdoor activities on a Sunday afternoon. Some of the schools indicated that, if they had been advised earlier in the year, they may have been better able to work the program into their curriculum. This would have facilitated using the program and the issues raised to their maximum potential. Semester breaks in some of the schools presented problems with respect to continuity within the groups.

In summary, it could be concluded that this type of program has a great deal of potential. The greatest problem was the timing of the programs and the lack of publicity by CBC-TV promoting the upcoming programs

prior to their airing. The half-hour programs were too short for this type of project. People who were involved in the producing of such a program must realize that they are dealing with the general populace, and such things as telephone numbers, addresses for written-in material, and other pertinent instructions, must be kept simple and to a minimum, so as not to make things appear more complicated than they really are.

Suggestions for Future Programs

The following suggestions are derived, in part, from the evaluation forms and, in part, from the research reported in Chapter 3 of this study.

Basic Format

1. The overall goal of "People Talking Back" should be to encourage Canadians to talk to each other on important national issues.

2. The CAAE, including provincial adult education associations, must continue to be involved with this project. These people have the expertise for coordinating such a project.

3. The planners of such a program must attempt to involve representatives from all levels of society. The program must be designed in such a way that it will, in fact, have meaning for the "grass roots" people, the culturally-different, the schools, and the educated elite. If there is going to be worthwhile group involvement, the planners must realize that the communication problem existing among the people of this country has to be taken into consideration.

4. The timing of the program is vital, from the point of view of length of individual program, and from the standpoint of the scheduled

viewing time.

5. If schools are going to be involved--and certainly they should be--then the printed materials must be made available well in advance of the actual telecasts. This would enable teachers to plan their curriculum around the program.

6. If study groups are going to be established, it must be done on an informal basis among people who feel comfortable with each other.

Study Materials

1. Study materials must be simple, concise, and challenging.

2. A colorful separate wall pin-up, which includes the dates, times, and topics to be discussed, would be useful.

3. Study kits should be published in the newspapers, so that individuals have easy access to them. This would not only provide the structured outline, but would also promote the programs.

Programs

1. The programs need to be promoted both before and during the series by the television station that is airing the program.

2. For a program of this nature to be successful, active involvement and active feedback are essential ingredients to keep people interested and to make the program viable. Groups and individuals must have an opportunity to respond to each other either during or after the program; the success of open-line shows bears testimony to this fact.

3. Since politicians are involved either directly or indirectly with national issues, they should be encouraged to appear on the programs to answer some of the questions that are being asked.

4. If people are expected to respond, then the instructions for

doing so must be consistent and simple.

5. The host of the program must have the flexibility to change the format to match the tempo of the discussion.

Conclusion

There is little doubt that this type of program has the potential for creating a new era in adult education. "People Talking Back" gave viewers across Canada the opportunity--which they seemed so desperately to need--to express their views on the various national issues that concern this country. The CBC, which is publicly owned, should be used more extensively for this type of endeavor, since it would thereby give taxpayers an opportunity to make valid use of a facility for which they help to pay.

However, a word of caution to those who are planning future programs is appropriate. Do not rush into a second production without a great deal of planning and the carrying out of sufficient groundwork to establish a firm and sound basis upon which to launch such an endeavor. The planners must learn from their first attempt, which was basically very successful, by eliminating the mistakes that were made. The future programs must be more challenging, with the hope that more people will become involved and find meaningful satisfaction from having the opportunity to dialogue with fellow Canadians.

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APPENDIX A

LETTER FROM BRIAN STAPLES

A.A.C.E.

alberta association for continuing education

1979 01 08

Mr. Bill Milnthorp
Graduate Student
Faculty of Education
University of Alberta
EDMONTON, Alberta

Dear Bill:

This letter is to indicate to you my interest, on behalf of the Alberta Association for Continuing Education, in having you do some research that may well form the subject matter for a thesis.

The research area is in community education. It is also associated with adult education. The Canadian Association for Adult Education has approached the Canadian Broadcasting Corporation with a program idea on Canadian issues. This idea has been accepted by CBC and is titled "People Talking Back." People Talking Back is a participatory television series with feedback opportunities for listeners. The series focuses on the critical issues that Canada is presently facing and will be facing in the months and years ahead. The first program will be three hours in length originating in Edmonton and be live across Canada on February 4. The adult education community in Alberta has been mobilized to try and structure hundreds of discussion groups or study circles to feedback during the television broadcasts by telephone and to talk back on suggestions for solving some of the problems that face us.

The talk back aspect to Red Deer College will be in two modes. As mentioned above one will be by telephone. However, each study circle is also encouraged to write in some of their suggestions for coping with our future. It is this written aspect that we in the Alberta Association for Continuing Education would like compiled, analysed and reported upon.

.../2

Mr. Bill Milnthorp
1979 01 08

We are hopeful to form at least one thousand study circles in Alberta. It is difficult to say how many of those study circles will talk back in written format. I should emphasize here that the talk back aspect will occur after the first program on February 4, but there are five additional programs each one half hour in length, being broadcast roughly every two weeks after the 4th of February. There will also be talk back opportunities after each of those programs.

We would expect that the written talk back portion might be compiled, analysed and reported in the six to eight month time period after the program series has concluded, near the end of April. If you are interested in having access to this written data and doing the compilation and analysis as a possible thesis topic, please let me know as soon as possible. I have made contact with Dr. Conrad at the U of A and Dr. Paul Adams at the U of C to find if there are any students they know of that might be interested in the project. However, I am prepared to hold in abeyance any response from them until you have indicated whether or not you might be interested. Thanks very much for your initial inquiry. Kindest regards.

Sincerely,

Brian Staples

Brian Staples
Chairperson
People Talking Back Subcommittee

BS/met

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11160 - Jasper Avenue
EDMONTON, Alberta
T5K 0L2

APPENDIX B

SUPPORTING DATA FOR CHAPTER 2

DRAFT BUDGET - PEOPLE TALKING BACK

REVENUE			150,000
EXPENSE			
Editorial Design/Writing		5,000	
Printing		22,200	
Translation		1,800	
Telephone		9,000	
Telex		4,000	
Postage		4,000	
Shipping		3,000	
Travel			
- Project Management Group	5,500		
- Staff	5,000		
- Canada-wide Planning Meetings	10,500		
- February 4, 1979 Edmonton	3,000	24,000	
Staff		38,050	
Office		9,600	
Support to Provincial Organizing Committees			
- Manitoba	3,000		
- Quebec	8,000		
- New Brunswick	2,000		
- Prince Edward Island	2,000		
- Nova Scotia	5,000		
- Newfoundland	5,000	25,000	
Contingency fund		4,350	150,000

Figure B-1

Draft Budget - People Talking Back

Source: Canadian Association for Adult Education, November 13, 1978.

APPENDIX C

SUPPORTING DATA FOR CHAPTER 3

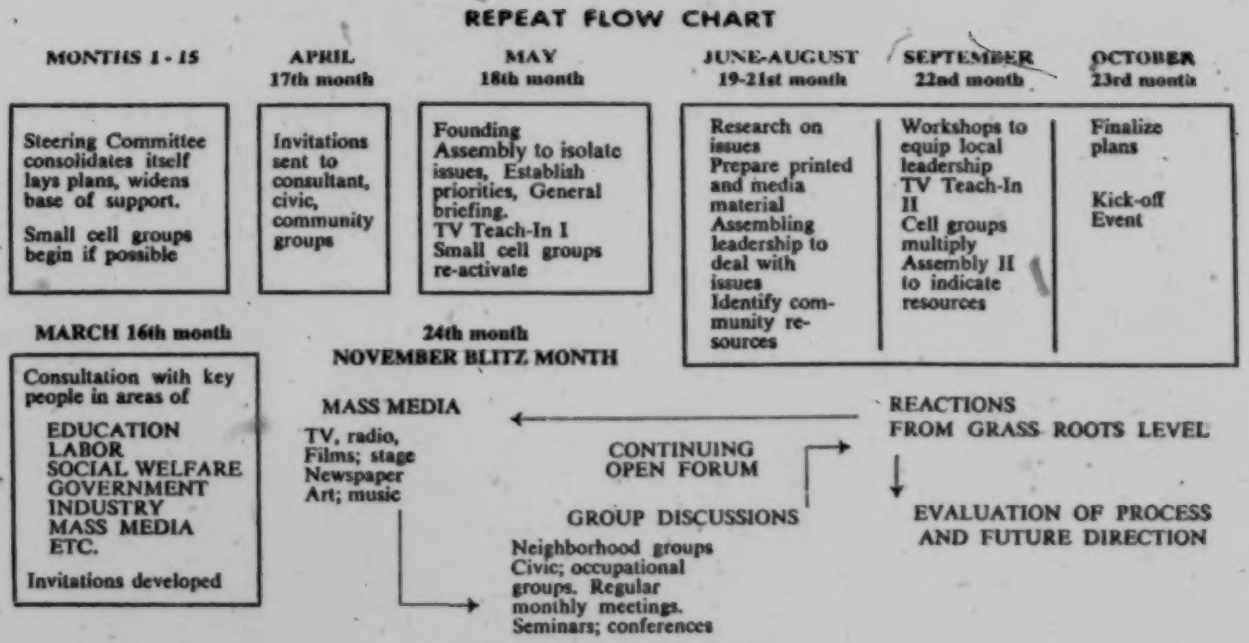

Figure C-1

Repeat Flow Chart

Source: L. Wilson, "Town Talk Manual," *Continuous Education*, March-April, 1969.

I. Objective Evaluation

A. Program Design

1. Objectives of the course:
   - clarity of objectives
   - evaluation
2. Content:
   - area of specialty
   - appeal to adults
   - organization
     - summary of previous material
     - logical sequence of ideas
     - supporting evidence for generalizations
     - absence of irrelevant material, ambiguity, redundancy
   - pacing (rate of presentation)
     - pacing (rate of presentation)
3. Level for which program is designed
4. Technique (value and variety of presentation):
   - lecture
   - interview
   - panel
   - other
5. Supporting devices:
   - audio-visual aids
6. Supplementary material:
   - viewer's guides
   - syllabi
   - tests
   - personal experiences
   - other
7. Studio techniques:
   - quality of picture
   - lighting
   - audio
   - length of time camera focuses on other visual material

B. Administration (Decision Making)

1. Promotion of program
2. Time:
   - time of day
   - length of program
3. Supporting material and experiences
4. Evaluation of program

II. Subjective Evaluation

A. Effect of program on learner

1. Instructor:
   - appearance and mannerisms
   - personality
   - knowledge of subject
   - enthusiasm
   - alertness
   - diction
   - voice (tone, phrasing, pacing)
   - other
2. Supporting devices; studio techniques; supplementary material
3. Ideas--new ideas, new relationships between ideas
4. Administration of program
5. Other

Figure C-2

Sample Instrument

Source: J. A. Niemi, "Dilemma in the 'Cool' Medium: ETV's Need for Evaluation," *Educational Instructional Broadcasting*, October, 1969.

APPENDIX D

SAMPLE LETTER

12220 - 131A Ave.,
Edmonton, Alta.
Feb. 4th.

(36) (37)

To: Talk Back:

Some Impressions:

1. Our differences: We should capitalize on our differences - start with our children, expose each child in every province to a unified form of education, not different in every province, expose each child to at least 1 of the principal languages in our country, starting at Grade 1 and continuing all through school. Teach each child all the history of its country, not just east for the easterners and west for the westerners.

2. Economics: No differences would matter if everyone had the chance to work to provide the necessities and some of the luxuries - there is too much wealth in the hands of a few, too little in the hands of the many. Big corporations, big business takes too much of the economic pie.
With regard to small people in business - where the government encourage this kind of endeavor.

3. Employment: I had to work for 2 weeks for nothing when I was young to get "experience", but it didn't hurt me. There are jobs not being done because people won't do certain jobs. Many jobs should have ruffled of dignity to make it attractive for people - I think of waitressing or stevedoring - these jobs are necessary, they are not without dignity if they are done well. Let's get back to taking pride in whatever job we do.

4. For future progress: What about encouraging people to feel proud of being Canadians - uniquely Canadian - with all the differences, which make our Canadians.

I would like to see a future program deal with the [illegible] of our industry and our natural resources, and whether we are doing the most economic, our people and our [illegible]. [illegible] ...

perhaps we will have to force them to do this - one way - fine everyone who is carping in a dirty carping spot - whether it is in the art or not. We have to start somewhere.

Pride in your country, in your job, in yourself - Let's get that message Canadians.

FEB 12 1979
CONTINUING ED.
RED DEER COLLEGE

APPENDIX E

OUTSIDE RESOURCE ANALYSIS

CONTENT ANALYSIS COMPLETED ON A SAMPLE LETTER BY
TWO EXTERNAL RESOURCE PEOPLE AND THE RESEARCHER

Resource Person A	Resource Person B	Researcher
Our educational systems ought to emphasize the diversity within Canada: stress national history.	A common educational system with more Canadian content emphasizing our Canadian diversity.	We should capitalize upon our differences.
Expose--continue at least 4 of the principal languages throughout all grades.	Expose children to at least 4 languages.	Expose children to at least 4 different languages.
There ought to be commonality in education across Canada.	Big corporations take too much of the economic pie.	There is too much money in the hands of a few and too little in the hands of many.
Inequitable wealth--elite and large corporations have large proportion.	Alter the tax structure to provide more equity for all.	Big corporations take too much of the economic pie.
"Little guy" ought to get a break.	The employer should be willing to provide the time to develop a sense of dignity and pride in his workers.	Alter the tax structures to help the small businessmen.
Pride and dignity within all types of employment.	The CBC program should be geared to provide and encourage Canadians to be proud to be Canadians.	Jobs must have dignity.
Future programs should stress Canadianism.	The program should encourage people to become concerned with maintaining Canada's natural resources and natural beauty.	We should be proud to be uniquely Canadian--CBC should stress this.
Future programs should focus on environment and natural resources, particularly the abuse of them.		Programs should deal with the conservation of our natural resources.

APPENDIX F

CRITERIA FOR PLACEMENT OF RESPONSES

Criteria For Placement of Responses

1. UNITY (Program Title: "So We're Different")

   Items dealing with:
   - Language
   - Regional disparities
   - Education
   - Bilingualism
   - Quebec & separatism
   - What is a Canadian?
   - Culture
   - Rich/Poor
   - Immigrants and learning English & French
   - Unity
   - Canadian identity

2. POLITICIANS (Program Title: "Let's Get It Straight")

   Items dealing with:
   - Bureaucracy
   - Civil servants
   - Promises
   - Courts
   - Parliament
   - Involvement of people
   - Politicians
   - Accountability
   - Qualifications
   - Laws
   - Politicians representing constitutents

3. MEDIA (Program Title: "Let's Get It Straight")

   Items dealing with:
   - (Mis)Information
   - Sensationalism
   - Canadian content
   - Standards
   - Biases
   - Truths
   - Censorship
   - All forms of media: journalism, TV, radio, newspaper

4. ECONOMY (Program Title: "Winners or Losers")

   Items dealing with:
   - Big business
   - Resources
   - Taxes
   - Welfare
   - Energy
   - Foreign ownership
   - Investment by Canadians
   - Inflation
   - Government ownership vs private enterprise

5. EMPLOYMENT (Program Title: "Canadians At Work")

   Items dealing with:
   - Industrial relations
   - Strikes
   - Women & work force
   - Young People
   - Training
   - Unemployment
   - Jobs & job creation
   - Regional inequities in jobs
   - Retirement & senior citizens

6. OTHERS

   Comments that do not fit into Categories 1 - 5.

7. PROGRAM COMMENTS

   Letters containing only comments specifically aimed at the program entitled "People Talking Back"; no other responses with respect to Categories 1 - 6.

APPENDIX G

REPRODUCTION OF RESPONDENTS' COMMENTS

POLITICIANS

The Politician

Politicians by and large are incompetent--they do not know how to handle the economic affairs of the country.

Only the wealthy can afford to take four years off to become an M.P.

Politicians have turned Canada into a country that we fought two wars against

Politicians seem to be a society of their own. Only the wealthy can run for election.

The power structure of Canada will have to be changed so that the grass roots people can have a chance to be heard.

Politicians are biased, they are not the voice of Canada.

Most of us realize that it is not easy to be a politician as they are looked upon as "legal crooks" outside of the law.

Must foster an interest in politics by the young people.

Politicians are a hard, cold indifferent group because most of them are personally wealthy and can't identify with poor or middle class people.

Only the people can change the government.

Parliamentary representation reflect voting patterns.

Politicians don't appear to feel accountable to the populace.

Elected representatives should be deprived of their seat if they vote in the House contrary to election promises and programs.

Politicans should actively seek out opinions.

People should be gently persuaded to join groups to discuss political talk groups so as to stay abreast of political issues.

Politicians once elected should keep their promises.

Politicians should be made accountable to constituents.

Politicians act on behalf of big business not the people they represent.

Politicians legislate to get votes rather than for what the country needs.

The leaders of our country (politicians) seem to go out of their way to discredit the name "Canadian."

People of Canada are losers because there is no one to protect their interests. (Gov't not doing their job.)

Representatives in Ottawa should not only voice their opinion but must present the opinions of the constituents as well.

Few politicians have intelligence or business ability

Provinces of Canada tend to get locked in for many years at a time with one political party always forming the government. This would indicate we have have dedicated people whom we have chosen to lead us.

Encourage membership in political parties.

MPs should receive a realistic pension only at age 65.

People have to become more politically aware.

People should join a political party.

We should not dump all our responsibility on our politicians.

Political parties who offer vote-getting "carrots" take away people's independence and initiative.

Politicians have to become people of integrity who are desirous of leading not bending to the wishes of the media or big business.

Politicians should listen to to what the people want.

People young and old must voice their opinions so governments know what the people want and expect.

There should be local plebiscite on major federal issues.

People must continually make their opinions known to their elected representatives.

Politicians behave in a childish manner in the House of Commons.

Most politicians lack ability to do the job of running the country. Many of them would be fired from private firms due to their incompetence.

The politicians lack commonsense. What is real in the world of bureaucrats is often irrelevant to others.

Only those with backing can enter politics.

The politicians should quit squabbling about language and concern themselves with the economic growth of this country.

Political representatives should represent the people not the party.

We have to give incentives that will attract top businessmen into politics so that we end up with better qualified politicians.

The politicians do as the chartered banks tell them.

Right wing political party needed.

MPs should pay income tax like other citizens.

Everyone should belong to a political party of its choice.

Use the CBC to encourage people to become active in political parties.

People should write more letters to politicians.

On all national issues MPs should be allowed a free vote--not along party lines.

Anyone who is a Canadian citizen should be allowed to vote in a a federal election even if their party is not recognized by Ottawa.

A need for MPs to bring national perspective to constituents.

Make representatives answer to us.

I was appalled that less than 1% of Canadians belong to a political party--we have got what we deserve.

Canada is not really a democratic country--especially for the blue collar worker.

POLITICIANS

Policy

Renegotiate regional affiliation to central government.

The governing of the country is what most people are complaining about--not the country.

Language legislation should be provincial.

Political hypocrisy encourages negativeness and apathy.

The west should have more representatives in House of Commons to counterbalance eastern domination of legislation.

Pass laws which forbid total vertical integration of any industry.

Fines of at least $100 who don't vote.

Governments have to take stronger action to save the family farm.

The minority groups have very difficult time getting through the red tape to get any results with problems they may have.

Most of the political parties are a lot of hot air--they don't really care about the average citizen.

There is a lack of effective interest in the management of our forests. This has to be corrected and through legislation and public awareness.

Portfolios should be held by capable ministers.

No government or authority should ever have the right to tell a man how many children he will support.

Laws are not being enforced because of our judicial system and politicians.

So many judges in North America have turned out to be rotten eggs. There seems to be no quality or moral judges left in the country.

Education is very important and kids should be taught "how to learn"--this would be aided by more teachers and smaller classrooms.

Few people see any differences between the political parties.

Change the constitution so that it is beyond the powers of our parliament to pass such legislation as gives one part of the country an advantage over any other part.

Governments rarely acknowledge suggestions made by task forces, commissions, or inquiries or the public.

The language bill in Quebec is unjust and the federal government should have taken steps to do something about it.

Early passage and implementation of "freedom of information" legislation.

Government should investigate high cost of farm machinery.

What is being done to free political prisoners?

Indians are treated unfairly by politicians and general public--treated as another inferior class of people.

Government must set up task force to deal with the problems of native health.

Party politicians have failed. They only act to protect themselves and their party.

The federal government has cut back the forestry budget to a point where it is dangerous.

Government ministers should be trained in the field that they are responsible for.

Courts are too lenient with drunken drivers.

Capital punishment should be reinstated.

Abolishment of capital punishment is hypocritical when the law sanctions abortions.

Courses in politics should be made compulsory in Jr. High and Sr. High Schools so voters will not be politically ignorant.

Changes have to be made to the Senate.

Provincial governments should never have been allowed--federal and local only--duplication of services just costs tax dollars.

We should implement proportional representation type of government where people vote for the party and then seats divided out of the parties in proportion to number of votes cast for each party.

Voters should be forced to vote or fined for not doing so.

Non co-operation of political parties is deplorable.

Social policies have drained all the spirit from Canadian people by giving them cradle to the grave care.

People in smaller remote areas are ignored by government and as a result are like depressed areas.

Legislation to forbid foreign ownership of Canadian natural resources.

Our whole system of government and society is one of confrontation rather than one seeking solutions.

More attention has to be given to research into agriculture and medicine.

Governments should not be so secretive.

The death penalty should never have been abolished.

Marijuana should never be legalized because it has many damaging effects on people.

People who commit crimes must have suitable punishment--prisons must be a place where people don't want to go back to.

Sociology and psychology should also be compulsory school subjects so people could better understand political candidates.

Finance

The federal government should take positive steps towards achieving a balanced budget.

Governments are too free with tax money.

Producing segment of society is having to pay for those of the the non-productive members.

Government should live within its budget.

The curtailing of hidden government expenses should be stopped.

Canada gives away too much money to other countries.

POLITICIANS

Finance (continued)

The metric system is a waste of taxpayers' money especially since the USA has not gone metric. Politicians should not have made this decision without a plebiscite.

I am against the way the Heritage Fund is used, abused and misused.

The present federal government has been on a spending binge for the last 10 years.

Government employees should not include luxury living on their expense accounts.

Bureaucracy

Governments rely too much on educated people who really don't know what's going on.

There are too many laws and new laws--this bureaucratic squeeze will lead to civil strife and revolution.

Civil service bureaucracy is preventing the functioning of our parliamentary system.

Forbid Government workers to strike.

Reduce government bureaucracy.

There must be less bureaucracy and more work done by legislative assembly.

Get senior civil servants under control.

UNITY

Unity

Canada first, provinces second.

We must challenge our third force (all those not French or British) and all others, to organize and give solid support to our P.M., our only leader with genuine concern for loyalty to Canada.

Provinces should not be labelled "have" or "have nots" because of economic resources. Provinces can be "have" provinces with "people wealth."

Four western provinces must remain united in the ongoing constitutional negotiations--we must protect our natural resources.

We should be Canadians not hyphenated or ethnic Canadians.

Canadians should be urged to join the Canadians For One Canada movement and do something to preserve this great country.

No one said that we are different than the Americans; in fact we are in many ways which is to our benefit.

Differences should not be put on a scale (superior--inferior); differences are good otherwise.

Encourage Canadian ethnic diversity.

Most of our concern about differences is about the different lengths we are from the U.S.A.

Canadians' general lack of knowledge about history, geography and peoples' viewpoints is the biggest single problem we face.

No one province should hold balance of power.

Consider all provinces equal--responsibility of both levels of government.

Canada is a country, not a a language.

Treat each problem as it is identified in each province.

Provinces must stop thinking of only themselves.

Who is to question how a province handles its own finances. For over 100 years central provinces were not questioned.

People should be classified as Canadians not by nationalities.

A hyphen should never be used to express our nationality--Canadian only.

If Canada is to stay united then we all have to be classified as Canadians--not be nationality or ethnic background.

English and French people should realize there are other minorities and we all have to function together if we are going to exist.

We must learn to tolerate differences and find ways to accommodate these differences.

We should exploit our differences by having Canadian writers, musicians, filmmakers, etc. glamorize our founding cultures.

We must continue to deal with Canadian disunity.

We must take what we have and work side by side and make the best of it--quit complaining and looking for excuses.

Togetherness is awareness.

Equality between provinces--the rich should help the poor.

Organize a Canadian Veterans' Association for truly Canadian veterans who are neither French or British.

Our identity is diversity.

People have to try and understand the problems of other provinces.

Provinces are demanding more power--becoming more selfish and this is hurting federalism.

We must identify ourselves as Canadians not French-Canadians or German-Canadians.

Encourage people to be proud to be uniquely Canadian.

Must develop a national sense of purpose.

There is a need for a cultural definition for Canada instead of just an economic definition.

Attitude of people--one of colonial mentality--we must accept responsibility for ourselves as individuals, communities, and as a nation.

If people work together they won't have time to notice any differences.

Canadians should show more interest in their country and not discriminate against different cultures and nationalities.

Stay different but stay together.

Canadians are Canadians providing they respect each others' differences and merge their common human aspirations.

Values don't translate to actions.

UNITY

Unity (continued)

Immigrants should have to conform to the existing cultures and learn the Canadian customs and abide with them.

All Canadians should have opportunity to share resources equally.

We should show our open-mindedness by way we live and our attitudes towards people.

Let's stress loyalty to Canada and forget the former country we came from.

Stress melting pot--not differences.

There is a need for better rural-urban understanding.

We must deal honestly with prejudices for this breeds ignorance.

We need a new constitution drawn up by experts who would be fair to everyone--P.M. Trudeau seems to be the right person.

We should stress our similarities and not our differences.

The Canadian forest provides a cultural tie; without our forests we have lost our heritage.

Nothing will change until we change our attitudes.

The backbone of the country rests in Christianity, unity and love.

Language

We should be officially bilingual French/English with opportunity for other languages as well.

Canada is not a two-language country but a multi-language country and all languages should be recognized.

People in the east have to quit worrying about themselves--not everyone has to speak French.

Bring back the 1867 constitution on language.

Don't try and jam French down the throats of the rest of Canada. If they want French in Quebec fine.

Bilingualism by desire in an English land not the legalizing of French has created most of our problems in unity.

People should not be forced to learn a 2nd language, only if they want to and need to.

Stop spreading French language and French power.

Quebec should be bilinqual also.

Immigrants must assimilate in language.

The idea of two founding peoples should be stricken from the record once and for all--this idea is not acceptable in western Canada.

Only one language (English) unites.

Biggest problem in Canada is English-French issue.

For the last 150 years French and English worked side by side until the last decade when a dictator came along and decided everyone should speak French.

It is very expensive to have 2 languages. If people want to learn another language let it be their choice--don't force upon people.

Quebec will never be happy till they own all of Canada and we all speak French.

Develop a Canadian language that isn't French or English but Canadian.

Let people speak the language of their choice but not at government expense.

We must remain a bilingual country, French/English.

One language, preserve your culture.

Language is not culture, it is convenience (English is the language of convenience.)

Unity is obtained by every citizen being a Canadian with one official language.

Be Canadian first and secondly be Indian, English, French, etc.

Before Trudeau we had harmony. He purposely tried to disunite Canada by brining about 2 languages.

Bilingualism has had too much emphasis--it should be laid to rest--there are more important matters facing Canada.

To be a united Canada we need one language--English.

All immigrants should be compelled to speak English so we can communicate with them.

One language only--English. Cost of bilingualism is too high.

Education

Canada has to place a strong emphasis on educating people by getting them into dialogue.

There should be equal school standards all across Canada.

It is essential for us to know our identity--education could solve this problem.

A need for standardized education across Canada allowing provinces to keep own culture.

Federalize education to common standards.

People should learn about their country and get involved.

Standardized education for all of Canada.

Capitalize on our differences by exposing children to a common education across Canada that encompasses history, 4 principal languages.

National guidelines across the country for education so as to improve level of education.

Canadians should become educated about Canada.

There should be a standard education throughout Canada.

Education should stress history of the various (cultural) interest groups in Canada.

There is a need for federal input into school curriculum.

Standardized education across Canada.

UNITY

Communication

The CBC should have programs about real people and real problems from all across Canada, then people would understand the plight of various other people.

PTB gives people an opportunity to voice their opinions and ideas--this can only help people across the land to understand each other better.

Foster people exchange programs within Canada.

We need more direct dialogue with Quebec so we can understand their situation--CBC-PTB can provide this opportunity.

Provide opportunities for people to talk and listen to each other.

We need lower Canadian travel fares.

There is a need for inexpensive intra-Canadian travel programs.

What is needed in Canada is communication between the elderly and the students.

Interest groups should have more opportunity to talk back on CBC.

Start up awareness programs to inform people of the problems of Canada.

There is a need for lower Canadian travel fares.

Separation

Separate from Quebec.

Too many government laws designed to pacify Quebec--helps to divide the country, not unify.

Quebec will never be satisfied and if they separate, Canada then will become united.

Quebec separation issue just a publicity gimmick--they will never break away because they have too many benefits.

Quebec must be offered something more than the status quo--there must be concessions on both sides.

Quebec should not become another Cuba.

Quebec separation is just a tool being used by Levesque to win elections. They really won't separate.

ECONOMY

Business

Developers and landlords, a "protective species," are directly responsible for the present state of our economy.

Curb the profit nature as the mainstay of business and industry.

We have failed to give financial support to small farmers who feed us.

Make a maximum percentage law to control unnecessarily high profits.

Too much bureaucracy interfering with sale of farm produce.

Large landowners should not be allowed to squeeze out the small farmers.

We must conserve our resources not exploit them.

There is a tremendous need for forest management and the public must realize that this natural resource will not last forever if it is not looked after.

People who complain about unemployment and corporate profit should realize that it is these profits that create new jobs and replace equipment to maintain jobs.

Guarantee the existence of free enterprise and free competition by forbidding any privately owned corporation from controlling any more than 10% of whatever business it is engaged in--all utilities become publicly owned.

Economic democracy cannot exist with corporations and big business in control--this negates political democracy.

The public should be encouraged to understand the farmer's need for higher food prices.

Agricultural products should be stabilized so small farmers can stay in business.

Governments have to give more support to Canadian businesses in Canada.

People of Canada have to become more concerned with our environment and natural resources.

Provinces should quit demanding help from the federal government and the richer provinces and develop their own resources.

Purpose of government is to govern not compete with free enterprise.

Governments are competing with free enterprise and should not be.

Because of big government, big business, big labour, the rich have become richer and poor have become poorer and each blames the other. The true answer has to come from the individual.

Big business takes too much of the economic pie--too much wealth in the hands of a few and too little wealth in the hands of the many.

Too many middle men re sale of farm products.

Farm lands should be protected and farmers given incentives to grow more nutritious foods.

A need for loans for small business including farmers.

We change the future by what we do today--we must meet the problem of depleting natural resources.

Without proper forest management billions of dollars will be lost--through the loss of jobs and recreation.

In contrast to all the bad news about Canada's economy there is a message of hope promised and that is found in the books "The Capitalist Manifesto" and "The New Capitalists" which outline revolutionary new financing techniques. This plan will turn our country around and aright.

ECONOMY

Business (Continued)

Return to morals in the marketplace.

Discuss the trend toward barter.

Cut back on excess profits.

Limit corporation profits.

Encourage development of small businesses.

Reduce road blocks for small business.

Control profits, especially in food.

We have to become honest and unselfish.

Improve forest productivity and industrial competitiveness.

Volunteer co-ops should be encourage.

Foreign Ownership

People do not read their papers very well or they would realize that over the past year Canadians have taken over control of a number of corporations.

Encourage Canadians to invest in Canada through use of protective policies and concessions.

Forbid the loaning of money to foreign individuals or corporations.

We need to develop our own resources both human and natural.

More control of foreign ownership.

Need for more Canadian investment.

A brief by the Vanier Institute of the family "Towards a New Work and Income Orientation."

There is a need for less syndicate and foreign investment and a need for encouragement to get people into individual business and farms.

To encourage Canadian investment have shares that can be bought in a bank, not through a broker.

Tere is a need for financial loans to develop Canadian industry.

Foreign control of our economy has to be done away with.

Too much foreign influence on capital investment, T.V. and desire for a high standard of living.

We need free trade with USA--a common market between Canada, U.S.A. and Mexico.

More people stop being job orientated and start their own business.

Too much foreign ownership with added subsidies and credit.

Resources and industry have been sold out from under us to the U.S.A.

Too much foreign ownership.

Inflation

Canadians are too concerned with material things with little regard for conservation.

People in general do not accept honest responsibility for the economic situation of the country.

Second major problem in Canada is its economy--unemployment, poor exchange rate and inflation.

Wages are out of proportion with production.

Inflation is created by huge corporations & governments.

We have put more importance on luxuries than necessities, with no responsibility or thought about others or the future.

Inflation may be cured by gearing the living standard to the national product.

Multi-corporations and governments create artificial shortages so as to raise prices.

Lower prime interest rate at 6% and control it at that level.

There is a need for tighter borrowing regulations on non-essential items.

Financially, no one in Canada has ever lived so well--people are too wasteful and want too much too soon.

Inflation has been brought on by the people through the use of credit, welfare and unemployment insurance.

Inflation is a problem that goes beyond our own borders.

It is essential that we produce more than we consume.

We are a nation of mindless consumers because of easy credit.

Welfare

Canadians should not blame other areas or regions for their own plight in life. They should have more backbone and get out and struggle to improve their lot in life.

Stop government gifts (handouts).

Law of evolution should be enforced--if a father cannot support his child he should be forced to have a vasectomy so that he cannot fail again.

Mothers should be paid by the state to stay home and look after their children.

No pension until one retires and retirement not mandatory at age 65.

Welfare should be made available only to the needy not the healthy.

ECONOMY

Taxes

Socialistic laws force people to save their money rather than invest it. Tax laws do not permit average person to acquire investment money.

There should be tax exemptions for those young people who want to buy a farm or business.

The working man has to carry the brunt of taxes while larger companies get to deduct expenses.

Tax cuts should be made to give incentives for investment.

Change corporate tax structure to favor Canadian companies.

MEDIA

Misinformation

The press/media are a disaster--they go out of their way to incite emotion reaction.

Too much of the news is devoted to the negative aspect rather than positive aspect of the day to day affairs.

T.V. programs are harmful in developing minds because they play up disaster, tragedy and crime.

Media has caused a lot of problems in the language issue by continually bringing it before the people

Too many would-be actors and comics with little talent being presented on T.V.

The media editorializes rather than presenting the facts.

Upgrade the quality of T.V. (Canadian "Roots")

The T.V. has created a continent of overfed mental midgets.

The media puts forth a great deal of misrepresented assumptions and opinions instead of facts.

Media are not objective in presenting information.

Eliminate advertising on CBC.

Freedom of the press is abused.

The media should stop shooting down everything in Canada.

The media cannot but reflect the society they are a part of.

CBC has too much "Americana.

Liquor ads create illusion that drinking is the key to glamour and happiness--should be stopped.

Medias are controlled by governments and distort the truth for the sake of the price of their daily bread.

The media as a whole are doing a good job, but some distort the truth and should be reprimanded by those for whom they work.

Community involvement has been stifled by the media--have induced apathetic disillusionment.

Some CBC programs are in poor taste and they should watch their step--morally speaking.

Restrict T.V. advertising to to one break per hour.

T.V. shows sex as a free art--should be banned.

Papers owned by one large owner should be broken up.

The media seems to have and use its power to shape peoples' opinions.

The media tends to be negative and prejudiced in their conclusions.

Media should have a public code of ethics.

Media stores are too negative.

Greed is created by commercialized media.

Media should present facts first then editorialize.

Media tends to use a lot of poor English.

CBC newscasts are usually outdated.

The media concentrates on the spectacular, morbid, outrageous, and sensational, which distorts the public's perception of life.

The media should quit criticizing the politicians and start to present facts as what could happen if Quebec separated from Canada. Present the facts to the people so they can think about the ramifications.

Media is to blame for most of the unrest in Canada. They edit political speeches to their liking rather than showing or repeating the entire context.

Radio and T.V. must be made to give news worldwide without censorship.

Journalists should have to meet standards and not distort the facts.

Commercial media has created a gimmies epidemic.

The media regularly emphasizes the sensational and outrageous.

The media must be aware of the difference between freedom and license.

Focus in on the positive aspect of the natives, not only the negative.

Media must tell the news as it is.

Stop media's leftist biases.

The CBC runs too many repeats.

The press always seems to be partisan.

Media selfishly generates our problems.

There is too much violence and vulgarity on T.V.

Standards

Should have public-funded newspaper for television stations (as PBS in USA)--decontrolled by influence of buyers.

Turn over the CBC network to the people of Canada for at least 3 hours per week so that we can continue to talk to each other.

Make media express our enthusiasm for this great nation (not having irritating commercials).

MEDIA

Standards (Continued)

CBC which is government owned should assume more responsibility in keeping people informed.

CBC should use more women newscasters.

PTB will be a success if you continue to allow the "silent majority" from all walks of life have an opportunity to participate.

It would help this country if news media was 80% Canadian content instead of as it appears now as about 20%.

Newspapers should declare their political party persuasion.

Promote national unity.

A need for a quality national daily newspaper, cooperatively owned.

Should be one positive human interest story in all media per day focusing on young people.

Educate people to critically analyze the media.

The media must bring to the attention of the people the importance of our forests.

The media should avoid using the words "different" and put more emphasis on the richness of our heritage.

Media productions should evolve around humor, so Canadians can laught at themselves.

The media should be used to let the world know what Canada is all about.

People should write more letters to the media expressing their views.

CBC should use Canadians as much as possible instead of the vulgarity that blows in from the south.

People want shows that stimulate their minds (Suzuki and Fifth Estate).

The media produce too many garbage publications focusing on differences rather than on commonalities.

The media should feature prosocial not anti-social news.

EMPLOYMENT

Unemployment and Jobs

People should quit feeling sorry for themselves--get out and prove themselves self-sufficient.

We need a national campaign to encourage these people to become skilled craftsmen, as tight immigration laws have cut off our supply of these type of people.

By selling our resources we are exporting jobs needed by our own workers.

Homemakers should be paid either directly or negative income tax system.

No job security for life--must compete for job every five years--will result in consumer protection.

Jobs should be people-incentive not capital-incentive.

There should be more job mobility and transferability.

People should take an upgrading in their jobs every 5 years.

More modern facilities to work in.

All jobs require training so people should be trained for these jobs.

Give people a chance to learn on the job whatever it may be.

Create meaningful jobs.

Merit system should be used for people on the job--provide upward mobility for our own people instead of importing workers.

Young people should not go to university if they want to work. They should go to tech institutes for we need skilled laborers.

Most people do not like to be unemployed. They are not lazy. The government just has not provided the opportunity for jobs.

Concern has to be given to making work places more satisfying to all those who work there.

We have to develop our own industries more so that we are exporting instead of importing goods using Canadian labor.

The acceptance of refugees means eventually they will take over the country.

People should be paid better for further training.

Day care centres would relieve strain on mothers who have to work.

Let apprentice training start at 15 years of age.

Canadians are afraid to support Canadian talent so they move to the U.S.A.

More part-time jobs; job sharing so more people can be employed.

Regular inspection of places of work.

Unemployment should only be offered to those people for which there is not a job. Otherwise they should be moved to where there is work at public expense.

Half of the working people are lazy--cut off unemployment help and people will find jobs.

Canadians have to be trained for jobs rather than importing laborers from outside Canada.

There needs to be an integration for both young and old of education, work and leisure--more fulfilling life.

Should be incentives for creativity (arts) so they can make a decent living.

Immigrants should be allowed into Canada only if they have something to offer (talent and skill) and intend to become Canadian citizens.

Every job should have sufficient dignity so people will take pride in their work.

Establish better ways of training Canadians as technicians or skilled tradesmen.

The vast untapped wealthy lands should be opened up so everyone can have a job.

People refuse to put in a full days work--inefficient production.

Form more student unemployment agencies.

EMPLOYMENT

Unemployment and Jobs (Continued)

We have lost our pride in work.

There should be more job flexibility.

Better minimum wages.

There should be rotation within jobs.

Make work places more humane.

Unions

Unions are too big and are telling the governments what to do; this discriminates against working people--they have no freedom.

Replace international unions with national unions.

Cut back on union control.

Create anti-strike act.

Unions are the real power in the country--their actions are irresponsible.

Everyone should have the right to work and the right to strike.

Unions are leading us into a revolutionary direction.

Dictatorship in unions has to stop.

Federal government has to take steps to curb the power of unions.

Contracts should be settled in the courts (no strikes or pickets) by a jury.

A more responsible attitude has to be adopted by unions.

OTHERS

Miscellaneous

As a nation we have become soft and indulgent and have abandoned our individual responsibilities.

The losers in our country are children and honest people because of working parents, women's libbers and corruption in the political and business world.

Society has to be a product of its people--not people fitting into prescribed society.

Comments on the "cycle of the sun" as to an orderly universe.

A need to create a comfortable atmosphere for newcomers.

Immigration and emigration must balance so that the land can support the people (people brought into society with those that leave society--controlled population).

The metric system is not a just system--the universe was built on the inch measurement.

People should start thinking what they can do for Canada not what Canada can do for them.

People should band together at meetings stating beliefs.

Human rights must not be given special privileges in perpetuity.

What can the average citizen do? How much say and rights does he really have?

How about a national periodical (free) to all Canadians where everyone could list their thoughts.

Seat belts are not a good thing. I'll see them in hell before they'll tie me in a hot seat.

Society has made it too easy for unwed mothers. Children have to be taught responsibility for such actions.

People are too apathetic and do not express their concerns.

Insurance laws need revamping, especially for senior citizens.

Education

People have to sort out their own values within their own home before they can interrelate to people on a community or national scope.

Schools should be established as to where students belong in society by having exams at end of each year--not passing everyone as if all were university material.

People should be taught how to take care of their bodies by buying proper foods.

Schools are getting too big.

The Indians have to start helping themselves so that the public will gain respect for them.

Schools have to present with documentaries that will provoke thought as to how they handle the future.

People have become too concerned with materialistic things and have let social agencies bring up their children.

Children are our greatest natural resource.

Encourage forest use, discourage abuse.

Education should be made more public and raised to the fullest. Small isolated areas do not get the same opportunities as large areas.

People's attitudes have to become more positive. This can be achieved through orthodox religious teachings which would exercise and broaden people's minds.

No one seems to be concerned as to the future of our children. If we do not solve the problems now facing us, the real losers will be our children.

PROGRAM COMMENTS

Criticism

PTB program failed by not giving some honest facts on the injustices of society so groups could become involved.

PTB program seems to favor the upper class people in the involvement of this program.

In PTB program was it necessary to pre-select and guide people's thinking?

People were cut off too quickly.

PTB was another example of the bureaucracy controlling who could express themselves; the grass roots people were ignored.

PTB using taxpayers' dollars should have focused on issues that are vital to a just society.

The study kits stressed differences and biases instead of ways to unite.

Covered too much material.

There is a great need for this type of program but waste valuable time with skits, etc.; let the people dialogue.

PTB should permit more opportunity for people to interact and debate their ideas.

PTB program seemed to have biasedly chosen the groups.

It must have cost a great deal of money to put on this project.

What ludicrous rubbish.

Praise

Time limit on speakers but be diplomatic in cutting them off. Explain complexities of satellite hookups. Use black sub-titles to identify speakers. Speakers should back up comments.

Please keep the show going--it was excellent.

Want a representative from PTB to talk to their group.

Thank you CBC for your program. You should reserve some time for four knowing persons to summarize the information gathered.

PTB is the only vehicle for to bring about a responsible Canada.

I am very encouraged by this idea in media communication.

The show was impressive but cutting off provinces created hard feelings--do 2 provinces at a time/show.

Your show could be an important event in Canadian history.

Should do a series of 1 hour programs on each province.

APPENDIX H

SUPPORTING DATA FOR CHAPTER 5

Table H-1

DISTRIBUTION OF RESPONSES PER CATEGORY OF LETTERS FROM INDIVIDUALS

Number of Letters	Categories Covered						
	Politicians	Unity	Economy	Media	Employment	Others	Program Comments
One-Page Letters							
4	x						
3		x					
8							x
3				x			
1		x					
1	x	x					x
2			x		x		
1		x		x			
2	x	x					
1	x	x				x	
1		x	x		x		
1				x		x	x
1	x	x		x	x		x
1	x	x		x			
18*	x	x	x		x		x

*Received as individual letters from one school class.

Two-Page Letters							
1			x				
1		x					
1	x						
2	x	x					x
2	x						
1	x					x	
1		x	x				x
1			x				
1	x		x				x
1		x	x		x		
1	x	x		x			
2	x	x			x		
3	x	x	x				
1	x		x	x			
2	x	x				x	x
1	x	x	x	x	x		x
					x		
Three-Page Letters							
1	x						
1							
1	x					x	
1				x			
1		x		x			
1	x	x					
1	x		x		x	x	
					x		
Four Page Letters							
1	x						
1	x	x	x	x	x		
Five-Page Letters							
1	x						
1	x	x	x	x	x	x	
Six-Page Letters							
1	x	x	x	x			
1	x	x		x	x	x	
Ten-Page Letters							
1	x	x	x	x		x	
Sixteen-Page Letters							
1	x	x	x		x	x	

Table H-2

DISTRIBUTION OF RESPONSES PER CATEGORY OF LETTERS FROM GROUPS*

Number of Letters	Categories Covered						
	Politicians	Unity	Economy	Media	Employment	Others	Program Comments
Group "A" One-Page Letters							
1		x					
1							
2				x			
1		x					x
3	x	x				x	
1							
1		x		x			x
2	x						x
1				x			
1					x	x	
1	x		x		x		
1	x		x				
1	x	x		x	x		
2	x	x	x	x	x	x	
Group "B" One-Page Letters							
1							
1					x		
1		x					
1		x	x				
1	x						
2				x			
1	x	x	x		x		
				x	x		
Group "A" Two-Page Letters							
1							
2	x						x
1		x					
2	x						x
2				x			
1		x		x			
1	x		x				
1		x				x	x
1		x	x		x		x
1	x	x		x	x		
1	x		x				x
1	x	x	x	x		x	
			x	x	x		
Group "B" Two-Page Letters							
1	x	x	x				
1	x	x	x		x	x	
Three-Page Letters							
1		x					
1	x	x		x	x		x
				x			x
Four-Page Letters							
1	x	x		x		x	
1	x		x	x	x	x	x

*"A" represents adult groups
"B" represents school groups

APPENDIX J

SUPPORTING DATA FOR CHAPTER 7

EVALUATION OF THE IMPACT OF THE PROGRAM "PEOPLE TALKING BACK"

	YES	NO	COMMENTS
A. To determine how people reacted to information and/or study kits for the P.T.B. program.			
1. Did you:			
a) read the information and study material?			
b) form a group? Type? Number of individuals?			
c) watch the television program? If yes, when? (circle date) Feb. 4, 25, Mar. 11, 25, April 8			
d) plan to watch full series?			
e) discuss program during and/or following telecast?			
f) phone in proposals for change: during telecast Feb. 4? to Red Deer College on one of evenings following telecast?			
g) pass on P.T.B. material to others? Individuals? Groups? response: How did contacts get involved?			
2. Were P.T.B. Study Kits:			
a) easy to read?			
b) informative?			
c) helpful in providing leadership guidance and/or stimulating discussion?			
3. Was the P.T.B. program format clearly explained and understood?			
a) Group formation			
b) Telecast viewing (1 - 6)			
c) Discussion			
d) Talkback			
e) Writeback			
4. What is your opinion of the 5 word action proposal? - format for feedback?			
5. How could the kits be improved?			

B. Special to Churches, Associations and Organizations

1. Is P.T.B. an appropriate involvement for your church or association? Yes ____ No ____

2. How was the material distributed?

a) Were groups formed? Yes ____ No ____

Number of groups ____

Number of participants in groups ____

Formal within church or organization

Information within membership at home

3. What process could be used to assure or facilitate involvement of church or association membership?

4. Is it helpful to have a metropolitan Edmonton centre as well as a provincial centre for distributing information and material? Yes ____ No ____

a) What types of support could the centre provide?

	Yes	No	Comment
Information & distribution of material?			
Leadership guidance course?			
Formal formation of groups?			
Co-ordinate groups?			
Other			